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ABSTRACT

This report discusses the Lafayette Parish Early Childhood Project which was designed to meet the educational needs of four-year-old children with developmental lags who had not been accepted to the local Head Start program. The evaluation was conducted to determine the effectiveness of the preschool project in terms of: (1) students' improvement in physical, social and emotional, and readiness skills; (2) parental involvement; and (3) cost effectiveness. Also investigated were the performance of students previously enrolled in the project, and the impact of the parent education component on younger siblings of present preschool project participants. The project involved 2 certified teachers and 1 teacher assistant who provided individualized instruction to 31 preschool students in 2 local elementary schools (J. W. Faulk Elementary School and Vermilion Elementary School) during the 1987-1988 school year. The project was judged to be effective in terms of students' academic achievement, parental involvement in the program and subsequent impact on the students' siblings, and cost effectiveness. Seven recommendations concerning the project conclude the evaluation. Documentation includes letters, agendas, budget reports, schedules, forms, progress charts and reports, and parent and child activities calendars. (RJC)

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Evaluation Report

Lafayette Parish

Early Childhood Project

1987-1988 Academic Year

Lafayette Parish School Board

Lafayette, Louisiana

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Superintendent

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Executive Summary

The Lafayette Parish Early Childhood Project involved two certified teachers and one teacher assistant providing compensatory education services to 31 preschool students in two local elementary schools (J. W. Faulk Elementary School and Vermilion Elementary School) during the 1987-1988 school year. This evaluation was conducted to determine the effectiveness of the preschool project in terms of students' improvement in physical, social/emotional, and readiness skills, parental involvement, and cost effectiveness. The performance of students previously enrolled in the project was also considered; these students have now completed second grade, first grade, or kindergarten. The impact of the parent education component on younger siblings of present preschool project participants was also investigated.

The project was judged to be effective in terms of:

1. academic achievement
2. parental involvement and impact on siblings of the preschool students
3. cost effectiveness

This project should be continued and expanded during the next school year with consideration given to the recommendations for improving data collection (use of innovative diagnostic instruments) and social skills instruction. This evaluation report should be submitted to the ERIC database as a model of preschool compensatory education. The project staff and associated personnel should be commended by the school board for their professional expertise and dedication to this project.

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Chapter One: Introduction

A. Project Rational

Educational systems have long recognized the need for indepth preschool experiences for four-year-old children. Children entering first grade from low socioeconomic families are often deprived of the necessary motor, cognitive, and social/emotional developmental experiences which help ensure success in school. Many communities and school systems nationwide have instituted Head Start Programs designed to provide children with experiences which correlate highly with academic success.

The Lafayette Parish School System has set a high priority on attempts to meet the needs of this target population in order to partially alleviate the high costs of extensive remedial education in the early grades (K-3). In August of every year the local system conducts early screening which is provided for each student accepted for the Head Start Program. This screening permits early placement of children in special programs if a handicapping condition is discovered and it provides for diagnosis of specific needs which can then be addressed in the Head Start Program. The parish conducts a strong and viable Head Start Program with the monies allocated to the parish for that purpose. However, insufficient funding and income guidelines result in limited service. Approximately 90 children who were not accepted in the Head Start Program were screened by Lafayette Parish supervisory personnel for possible inclusion in the Early Childhood Project.

The Lafayette Parish Early Childhood Project is designed to meet the needs of children who have not been accepted in the Head Start Program but whose needs should be addressed. Four-year-old siblings of previous participants in the preschool project and siblings of Chapter I students are also eligible for services. Priority is given to children whose screening results indicate that they are in greatest need of assistance in the areas of visual/motor integration, visual perception, visual memory, and language development.

Due to lack of funds, there had not been an opportunity to inaugurate structured experimental programs designed to test recent educational innovations until the inception of Legislative Act 323 (R.S. 17:24.7) which is designed to upgrade readiness of young learners through the distribution of grant funds and offers an excellent vehicle for the pursuit of a goal which has long been a concern of this school system.

The Lafayette Parish Early Childhood Project was one of 10 pilot programs funded by the 1984 Louisiana Legislature (Act 619). During the 1985-1986 school year the project was expanded to two sites. It involved two certified teachers and two assistants providing services to 34 preschool students at St. Antoine and Myrtle Place Elementary Schools. During 1986-1987 the project was housed at St. Antoine and J. W. Faulk Elementary Schools. The 1987-1988 project sites included Vermilion Elementary School and J. W. Faulk Elementary School.

The Lafayette Parish Early Childhood Project provided services for 31 four-year-old preschool students with developmental lags which were identified during the August 1987 screening. These children were not developmentally on level in the areas of visual motor, visual perception, visual memory,and language development skills according to the DIAL-R (Developmental Indicator for the Assessment of Learning-Revised) co-authored by Mardell-Czudnowski and Goldenberg in 1983. None of these children could be accommodated in the 1987-1988 Lafayette Parish Head Start Program, though they were determined to be in great need of pre-kindergarten and to be unable to complete kindergarten work without extensive remedial education.

B. Project Goals and Objectives

The goal of this project was to offer highly-concentrated, high-quality early childhood developmental education to 32 preschool students; the project focused on several innovative concepts. Careful monitoring of these components and conscientious program evaluation were designed to produce an ever-more effective and cost-efficient project which would ease the transition of preschool children into the academic climate, provide a model for home-school coordination, and produce a core of happy, well-adjusted, healthy children who would experience success in the educational environment. This goal will be validated by a longitudinal study designed to follow-up the students as they progress through school. Having participated in the parent component of this project, parents will be equipped to assist other children in the family as the preschool children enter the school system, with verification to be supplied by a longitudinal study using a sample of project parents to whom this applies.

Specific objectives addressed in the project included the following:

1. Thirty-two four-year-old children who have identified developmental lags will be provided with full-day preschool experiences designed to address their deficiencies and provide nutrition and health services for nine months as documented on class rosters.

2. By May 1988, 80 percent of the children enrolled in the preschool project will be developmentally on level in basic conceptual development as measured by the Boehm Test of Basic Concepts.

3. By May 1988, 80 percent of the children enrolled in the preschool project will be developmentally on level in the area of language development as measured by the language component of the DIAL-R (Developmental Indicator for the Assessment of Learning-Revised).

4. By May 1988, 80 percent of the children enrolled in the preschool project will be developmentally on level in the area of motor development as measured by the motor component of the DIAL-R (Developmental Indicator for the Assessment of Learning-Revised).

5. By May 1988, 80 percent of the children enrolled in the preschool project will be developmentally on level in the area of concept development as measured by the concept component of the DIAL-R (Developmental Indicator for the Assessment of Learning-Revised).

6. By May 1988, 80 percent of the children enrolled in the preschool project will demonstrate appropriate social and emotional skills as recorded by their classroom teachers on the individual skill profiles.

7. Upon completion of the project year, 80 percent of the parents of the preschool children will report specific knowledge of how children learn and the types

of experiences that foster physical growth (including good health), social/emotional growth, and academic readiness as documented through telephone interviews, workshop attendance rosters, and logs of teacher and teacher assistant home visits.

8. Upon completion of the project year and the evaluation report, new strategies and improved methods of assisting the educationally and developmentally deprived parish four-year-old population will be available to all personnel involved in early childhood education, as verified by written project plans and summaries which will be disseminated prior to the 1988-1989 session.

9. Positive attitudes toward the project as measured by the comments of the building principals, the teachers, and the assistant during on-site visitations by the evaluator will be demonstrated.

10. Normal progress as reflected in standardized achievement test scores among students who were formerly enrolled in the preschool project will be observed.

11. Cost effectiveness in terms of per pupil expenditure will be computed and will be judged by the evaluator to be reasonable in terms of pupil progress and parent support and approval of the project.

C. Description of the Project

On August 10-12, 1987, the local education agency conducted an early screening of students who had applied for the local Head Start Program but could not be accommodated. Other students who had not applied for admission to the Head Start Program but who had specifically applied for the Early Childhood Project were also screened during this three-day period. Selection criteria also included proximity to the project sites of siblings of Chapter I students, children of families who received free lunch, siblings of former participants in the preschool

project, and parental support and cooperation. All students had attained the age of four by October 31, 1987. The DIAL-R (Developmental Indicator for the Assessment of Learning-Revised) was employed as a screening instrument.

The screening committee consisted of a speech pathologist, two early childhood specialists, and a school nurse. A preliminary selection of 92 students resulted in a pool of children whose parents were then interviewed. The parents were notified by mail of their child's scheduled appointment time and the place; this letter was mailed to the parents by the nurse associated with the Head Start Program (see Appendix for a copy of the letter). Parents who appeared willing to participate in the project and to support the project as presented were asked to sign a simple contract which acknowledged their involvement in the project (see the Appendix for a copy of the contract and the Parent Interview Form). The 32 students selected for inclusion in the project were those who, in the opinion of the screening committee based on screening results, most needed the services offered by the project.

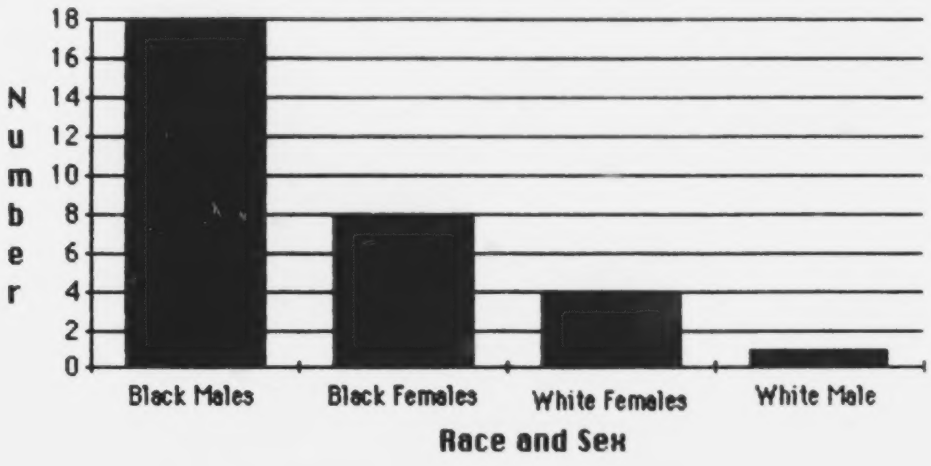
A list of the 32 students enrolled in the project, along with their parents/guardians' names and addresses and telephone numbers, is on file in the Project Director's office in the Lafayette Parish School Board building along with documentation of all facets of the project.

Thirty-one preschool students participated in the Lafayette Parish School Board project for high-risk students for the entire year. (One child moved out of parish. This vacancy was filled by another four-year-old child in need of services who was removed from the project by the parents because the child had surgery which resulted in excessive absenteeism.) The population was weighted heavily in terms of black males (see following table).

One of the major strengths of the Lafayette Parish Early Childhood Project is the instructional expertise of the two teachers and the teacher assistant who taught the preschool children. Both teachers are certified in elementary education and in nursery school/kindergarten education. The teacher assistant also has a college degree. Continuing

education was provided by the Project Director in the form of inservice education designed to improve the instructional staffs' knowledge of preschool curriculum and instructional methodology (see Appendix for inservice schedule).

Composition of Preschool Student Population by Race and Sex (N=31)



Twenty children were enrolled in one class with a teacher and teacher assistant providing services at the Vermilion Elementary School site, while 12 children were enrolled in the second class with a teacher providing services at J. W. Faulk Elementary School. Children arrived at school at 8:25 a.m. and departed at 3:00 p.m. Services were provided for nine months (180 school days) during the 1987-1988 academic year. Classes met seven hours every day, five days each week, paralleling the regular K-12 academic calender established by the school board. During this time 55 minutes were devoted to teacher-directed language arts and math activities; 45 minutes to student-directed learning centers; 35 minutes to bathroom breaks; 30 minutes to outdoor play; 30 minutes to teacher-directed art, music, and poetry lessons; 45 minutes for lunch and snacks; 15 minutes for story time; 60 minutes for

naptime; and 15 minutes for social living. (Copies of the teachers' daily schedules are included in the Appendix.)

The Lafayette Parish Early Childhood Project was locally designed. Instruction provided by the preschool project was based on sound principles of preschool education supported by research findings and on the individual needs of the children.

The following assessment instruments/techniques were used to determine entry level skills and instructional placement. The Boehm Test of Basic Concepts (Boehm 1969) was used to determine pupils' knowledge of basic language concepts, including space, quantity, and number, and time. These basic language concepts are vitally important to development of readiness in academic areas such as reading and math since most early instruction is presented orally by a teacher employing these terms. The Developmental Indicators for the Assessment of Learning-Revised (DIAL-R) was used both as a screening and placement tool to assess students' skills in three areas: motor skills, concept formation, and language development. A well-normed and validated instrument, the DIAL-R's most useful function is the screening test score which allows the examiner to determine if a child is "at risk" for academic failure and in need of support services. The Santa Clara Inventory of Developmental Tasks was used to rate the students' behavior in areas important to kindergarten achievement. The scores allow the teacher to compare individual students' development with the norming population and to plan an individually-tailored instructional program.

Workshops for the project staff were conducted by the Project Director before the school year began in August 1987 and again in October to plan for individualization of the instructional program. The Project Director and instructional staff determined the extent to which services should be provided and formulated a general project plan. Planning and evaluation sessions with instructional personnel were conducted by local education agency (LEA) curriculum personnel on a regular basis.

Innovative components included:

1. a comprehensive instruction plan specifically prepared for a four-year-old population which focused on

   a. low pupil-teacher ratio and provision of necessary support services. Project 1 had a pupil-teacher ratio of 20:2 with a certified early childhood teacher and a teacher assistant. The project was housed at Vermilion Elementary School at the request of Mrs. Theresa Davis, the building principal. The second project had a pupil-teacher ratio of 12:1 and was housed at J. W. Faulk Elementary School which has traditionally been receptive to innovative educational programs. Support services were provided by a speech pathologist, the Project Director who is an instructional supervisor, a school nurse, a guidance counselor, nutritional personnel, and the evaluator.

   b. extensive use of both subjective and objective evaluation in order to individualize instruction and to assess the extent to which project objectives were accomplished

   c. daily use of diagnostic/prescriptive teaching based upon deficits identified during screening and pre-testing

   d. a high-intensity skill development program related to language development, visual motor integration, visual perception, visual memory, basic concepts, and social/emotional development

   e. specific instructional activities based on the latest research in the field of early childhood development which reflected a balanced program of teacher-directed and pupil-initiated activities which allowed for both structured and unstructured

learning experiences; utilized the Learning Center approach to enhance individual student's development in the motor, cognitive, and social/emotional areas; and utilized the Lafayette Parish Child Nutrition Program to provide balanced, nutritious meals and to provide nutritional information to parents of the children enrolled in the project

2. a parental involvement plan which included

   a. an interview with parents to determine their degree of commitment to the project with selection of participants dependant upon these interviews and the parents signing a simple contract acknowledging their responsibilities and involvement in the project

   b. workshops for parents designed and conducted by the Project Director which allowed for dissemination of information to the parents which would ensure the project would be a viable and cooperative venture, including dissemination of calendars with daily educational reinforcement activities correlated with classroom activities and learning packets containing books, toys, and instructional games. Materials felt to be most appreciated by parents included Richard Scarey's <u>The Best Mother Goose Ever</u> and <u>Parent-Child Activities for 3's and 4's</u> published by the Fergusun-Floriscant School District, Missouri.

   c. home visitations which allowed instructional staff to gather information to determine students' needs and to make provisions for necessary support services (see the Appendix for a copy of the home visitation record form)

   d. evalution and follow-up to assist parents with siblings as they begin the educational process

and to provide a model for other parents whose children were not enrolled in the project

Copies of the calenders with daily activities developed by the Project Director, the attendance record form, the agenda for the parent education sessions, the progress report which were sent home to the parents twice a year, and the instructional materials inventory are presented in the Appendix.

Since this project emphasized the diagnostic/prescriptive model of instruction, each teacher tailored a specific instructional program for each student. She selected appropriate methodology and materials to match these individualized programs and recorded the student's progress on the individual progress checklists which were continually updated (see Appendix for a copy of the progress checklist form). The Lafayette Parish School System recognizes the teacher variable in instruction. Since teaching styles and student modalities vary considerably, each preschool teacher was allowed to use the methods and materials she felt were most beneficial to her students. Emphasis was placed on the Learning Center approach to instruction; established centers included discovery, library, block, puzzles, and art (including easel painting). Centers were geared to meet the needs of the four-year-old child; for example, one prominent center was the sand and water table used to teach large motor skills, measurement, hand-eye coordination, etc. The Dale Avenue Performance Objectives Kit, the Holt Developing Pre-Reading Skills Kit, the Peabody Early Education Kit, and the Britannica Early Childhood Program were available for the teachers' use for language development and building basic concepts.

Two types of assessment were employed in this project:

1. assessment of students previously enrolled in the project in order to determine the project's impact on students judged initially to be "at risk" for academic failure

2. assessment of the 31 students enrolled in the preschool project during the 1987-1988 academic year

Each group was evaluated separately. The students enrolled in the preschool project were assessed with the Boehm Test of Basic Concepts and the DIAL-R to determine pretest-posttest gain while the Santa Clara Inventory of Developmental Tasks was employed to determine placement in specific instructional units. The psychometrist interviewed all parents using a telephone interview instrument and then selected seven parents at random for indepth telephone interviews to determine the impact of the project on the preschool students' siblings. Onsite visitations were conducted; the evaluator interviewed the Project Director, the instructional staff, and the building principals.

Students previously enrolled in the preschool project were evaluated using scores from the SRA Test of Basic Skills to determine their academic progress in comparison with a national sample of students. Retention was also reported. Students previously enrolled in the preschool project have now completed second grade, first grade, or kindergarten.

Cost effectiveness was determined through examination of the budget and computation of per pupil expenditure.

Coordination with other programs was encouraged in order to conserve resources. The services of the Project Director (who is an instructional supervisor), a speech pathologist, and a school guidance counselor were provided by the school board. Health and nutritional services were provided throughout the academic year by the staff and the school nursing program. Diagnostic results were shared as well as student progress reports. Inservice programs stressed the importance of coordinating services and regular reports to parents (both written and oral) were emphasized.

D. Evaluation Questions

Two evaluation questions were addressed:

1. Did the Lafayette Parish Early Childhood Project accomplish the stated goals and objectives?

2. What impact did this evaluation have on the project for the 1988-1989 academic year?

E. Identification of the Audiences

The audiences identified as either essential for the functioning of the project or as recipients of the evaluation report included:

1. the Louisiana State Department of Education Bureau of Research and Development
2. Lafayette Parish School Board Superintendent Allen Meyers
3. members of the Lafayette Parish School Board
4. the Project Director, Mrs. Shirley Alexander, and other central office staff involved in the project
5. directors and personnel from other programs which coordinated services with the preschool project
6. the principals and instructional staff of the project
7. parents of the children enrolled in the project
8. students enrolled in the project

Chapter Two: Methodology

A. Evaluation Design

The purposes of this evaluation are to meet the requirements of the Lafayette Parish School Board and the Louisiana State Department of Education, to measure the effectiveness of the project in terms of accomplishment of specific objectives as described earlier, and to determine the impact of this evaluation on the project for the next academic year. The evaluation design is a pre-test, post-test design with intervention in the form of compensatory instruction provided by the classroom teachers and the teacher assistant with assistance from support service personnel.

B. Sampling Procedures

Project participants were identified in the following manner: preschool children were screened through the Lafayette Early Assessment Program (LEAP) for the Head Start Program but were unable to be accommodated though judged to be "at risk" for academic failure. Following screening of 92 parents by a three-person team consisting of a speech pathologist, the Project Director, and a school nurse, 32 children were selected for the project whose parents indicated through signing a contract their commitment to the project.

Follow-up of previous participants in the preschool project was conducted by working with the parish test coordinator Mrs. Betty Cooper and obtaining the SRA Test of Basic Skills scores on 10 students who have completed second grade, four students retained in first grade who completed first grade for the second time, and 23 students who have completed first grade after successful completion of kindergarten. Five students of this group were retained in kindergarten and have just completed kindergarten for the second time. Seven students previously enrolled in the preschool project sponsored by the Lafayette Parish School Board have moved out of parish, and scores were unavailable for one student who was presumed to be ill when the test was administered.

The SRA Test of Basic Skills was not administered to kindergarten children enrolled in the Lafayette Parish School System during the 1987-1988 school year. Retention information was unavailable at the time of this evaluation but will be presented to the State Department of Education in September as soon as the data has been collected by the Census and Attendance Department of the LEA.

C. Instrumentation

Data from the following instruments was collected for use in analyses designed to answer the evaluation questions:

1. teacher rosters showing daily attendance of the preschool students and lesson plan books delineating the instructional program objectives, activities, and evaluation

2. Boehm Test of Basic Concepts (raw scores from the pre and posttests expressed in terms of number of concepts correctly identified)

3. The Developmental Indicators for the Assessment of Learning-Revised (DIAL-R) with scores expressed in terms of standard scores on the three subtests (motor skills, concept formation, and language development) and students' total scores

4. individual profiles recording students' social/emotional development and progress completed by the teachers in May 1988 at the end of the school year

5. telephone interviews of parents/guardians of all preschool children enrolled in the project during the 1987-1988 academic year

6. indepth telephone interviews of parents of seven preschool children which were designed to determine the impact of the project on the preschool children's siblings

7. documentation of parents' attendance at three work-shops presented by the Project Director and the instructional staff and of home visitations

8. evidence in terms of a cover letter disseminating copies of this evalution report to parish personnel involved in early childhood education that new strategies and improved methods of assisting

"high risk" preschool children have been shared

9. anecdotal records of onsite visitations with the building principals and instructional staff by the evaluator

10. SRA Test of Basic Skills scores expressed in national percentile scores from students previously enrolled in the preschool project

11. original budget with line item explanations and all budget revisions with supporting documentation

12. documentation of the evaluator's adherence to the state-adopted standards for program evaluation

D. Data Collection

All tests administered to students at Vermilion Elementary School were given and scored by the teacher and the teacher assistant. The teacher at J. W. Faulk Elementary School administered all pretests while the evaluator and psychometrist administered the first two subtests of the DIAL-R posttest and a speech pathologist administered the language subtest. The evaluator administered the Boehm Test of Basic Concepts to eight students in the preschool classroom at J. W. Faulk. All telephone interviews were conducted by the psychometrist who also aggregated the data and wrote that portion of this evaluation report. Onsite visitations were conducted by the evaluator who interviewed the Project Director, the two building principals, and the instructional staff.

E. Data Analyses Procedures

Data were analyzed using the StatWorks and Excel software packages for the Macintosh computer.

Chapter Three: Presentation of the Data and Discussion of the Results

Detailed evaluation objectives, results of data analyses, and discussion of the results are presented in this chapter.

1. Thirty-two four-year-old children who have identified developmental lags will be provided with full-day preschool experiences designed to address their deficiencies and provide nutrition and health services for nine months as documented on class rosters.

The evaluator examined the teachers' rosters, plan books, and daily schedules and inquired specifically about individualized educational programs and provision of nutrition and health services for the children enrolled in the project. Only 31 children were provided with services for the entire year; one child moved and was replaced by another "at risk" four-year-old child who rarely attended the project due to illness and subsequent surgery and finally was removed from the project by his parents.

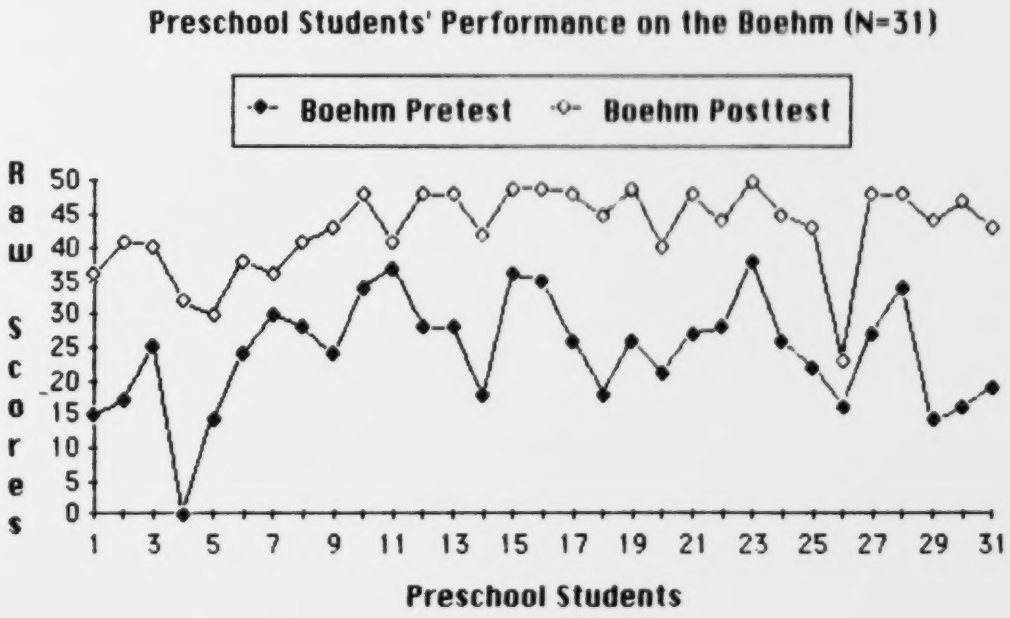
The 31 students were provided with individualized instruction though this was more easily accomplished in the classroom which had a teacher assistant. On the average the 31 students were absent 12 days during the 180-day school year, with attendance ranging from perfect attendance to 44 days absent during the year (this child had bronchial pneumonia four times). Due to reduction in funding breakfast could not be provided at both sites. Funds were placed in each school's budget for the purchase of nutritious midmorning and afternoon snacks for the children. Meticulous record keeping of expenditures for snacks by both teachers was noted by the evaluator.

Onsite observation of instruction revealed careful lesson planning, excellent cooperation between the teacher and the teacher assistant in one classroom, positive rapport between the children and the teachers and teacher assistant, appropriate instruction which demonstrated knowledge of preschool education, clarity of presentation, high time on task, and high enthusiasm. The psychometrist remarked during her first visit to one classroom, "This teacher is fantastic! She <u>never</u> stops working on language development!"

This objective is judged to have been accomplished.

2. By May 1988, 80 percent of the children enrolled in the preschool project will be developmentally on level in basic conceptual development as measured by the Boehm Test of Basic Concepts.

The Boehm Test of Basic Concepts is judged to be useful in providing information not readily obtainable from other tests about children's knowledge of certain basic concepts but appears too easy for first graders from the middle or higher socioeconomic level. "It has acceptable validity but only minimally adequate reliability; it should be used with caution" (Sattler 1982). Therefore, the evaluator measured the children's successful acquisition of basic concepts in terms of percent of responses correct. As a group, the 31 preschool students correctly responded to 86 percent (43) of the 50 items on the posttest. Raw scores ranged from 30 (60 percent correct) to 50 (100 percent correct).



Comparison of the pretest vs posttest scores on the Boehm reveals improved scores in every case (see following table). Analysis of pretest-posttest mean scores was conducted (Student's t-test for correlated samples) and a statistically-significant difference was noted between the students' pretest and posttest means (pretest mean = 24.23, posttest mean, 42.81; $t=-15.12$, 30 df, $p<.01$). With one exception, the children are developmentally on or above age level in terms of acquisition of basic concepts; this objective is judged to have been met.

3. By May 1988, 80 percent of the children enrolled in the preschool project will be developmentally on level in the area of language development as measured by the language component of the DIAL-R (Developmental Indicator for the Assessment of Learning-Revised).

All 31 children enrolled in the preschool project are developmentally on or above level on this subtest as demonstrated by their exceeding the cut-off point for children age 5-6 to 5-11 in the norming population, scoring at or above the cutoff score for this age group even though some of the students are still four years old. There is a statistically-significant difference between the pretest mean (20.32) and the posttest mean (28.84) as judged by Student's t-test for correlated samples ($t=-8.42$, 30 df, $p<.01$). This objective is judged to have been successfully accomplished.

4. By May 1988, 80 percent of the children enrolled in the preschool project will be developmentally on level in the area of motor development as measured by the motor component of the DIAL-R (Developmental Indicator for the Assessment of Learning-Revised).

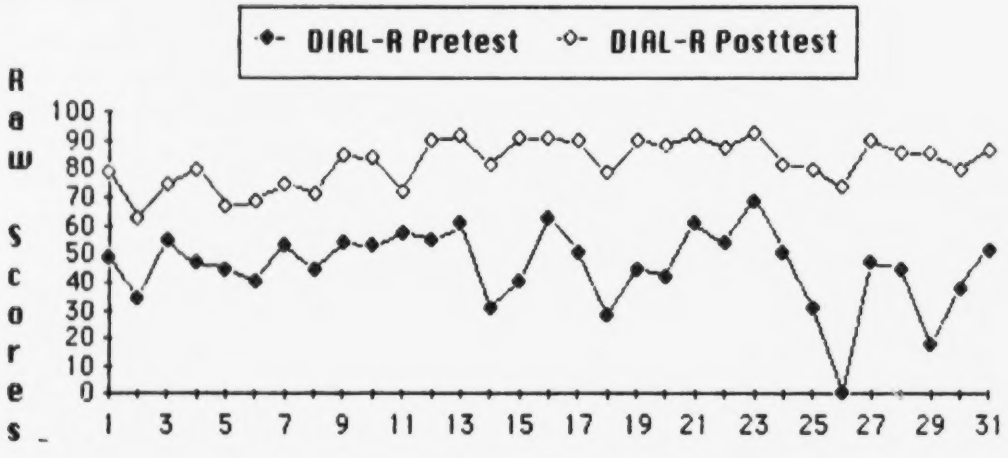
All 31 children enrolled in the preschool project are developmentally on or above level on the motor skills subtest as demonstrated by their exceeding the cut-off point for children age 5-6 to 5-11 in the norming population, scoring at or above the cutoff score for this age group even though some of the students are still four years old. There is a statistically-significant difference between the pretest mean (12.84) and the posttest mean (26.55) as judged by Student's t-test for

correlated samples (t=-19.49, 30 df, p<.01). This objective is judged to have been successfully accomplished.

5. By May 1988, 80 percent of the children enrolled in the preschool project will be developmentally on level in the area of concept development, as measured by the concept component of the DIAL-R (Developmental Indicator for the Assessment of Learning-Revised).

Twenty-nine of the 31 children (93 percent) enrolled in the preschool project are developmentally on or above level on this subtest as demonstrated by their exceeding the cut-off point for children age 5-6 to 5-11 in the norming population, scoring at or above the cutoff score for this age group even though some of the students are still four years old. This objective is judged to have been successfully accomplished.

DIAL-R Pretest-Posttest Scores (N=31)



Preschool Students' Performance

Analysis of the students' total pretest-posttest scores on the DIAL-R indicates that there is a statistically-significant difference between the pretest mean (45.68) and the posttest mean (82.32) as judged by Student's t-test for correlated samples (t=-15.41, 30 df, p<.01).

6. By May 1988, 80 percent of the children enrolled in the preschool project will demonstrate appropriate social/emotional skills as recorded by their classroom teachers on the individual profiles.

Teacher judgement of students' social/emotional skills as recorded on individual profiles indicates that only 61 percent of the students were felt to demonstrate age-appropriate social/emotional skills. Problems reported frequently by the teachers with 12 of the 31 children were associated with conduct, practicing self-control, and listening. This objective was not judged by the teachers to have been met despite intervention provided by the instructional staff, the Project Director, and a school guidance counselor. These 12 children are still "high risk" as judged by their classroom teachers in terms of developing age-appropriate social skills which are necessary for success in school.

Most of the four-year-old children enrolled in the preschool project encountered demands and expectations which differed markedly from those in the home. These demands and expectations may have created intense conflicts in these children who were expected to adapt to some changes almost immediately upon entry into the project. Some were separated from their parents or caregivers for perhaps the first time and had to learn to trust unfamiliar adults to insure their safety and meet their needs. At the same time they were required to become independent and to learn to do certain things for themselves. The four-year-old boy could no longer sit down and yell, "Put on my sweater!" He had to learn to put on his sweater by himself. Even with the low pupil-teacher ratio present in this project, the children had to compete for adult attention and assistance. They also had to learn to cooperate with-others in the class and develop a general understanding of the rules of a cooperative classroom society.

Beyond these general demands for autonomy and cooperation each school site had rules for listening when the teacher and/or teacher assistant spoke, lining up for recess, walking in a line, going through the lunchline, obtaining permission to go to the bathroom, raising a hand before speaking, and so forth. Though much of the day followed an "open school" concept where the children were given choices about their activities and interactions, spoken and unspoken rules still

existed. The children were encouraged to learn to act independently, to ask questions, and to avoid disturbing other learners. The preschool project philosophy assumes that preschool children are motivated to learn and that they learn best when they have many different things from which to choose. The instructional staff's task was to encourage the children to develop their own interests at their own pace.

Regardless of the high quality of the instructional staff and the instructional program, there is always a tremendous gap between what was acceptable at home and the new demands of the classroom. The greater the gap, the more difficult the transition from home to school will be. Given the socioeconomic background of many of the 31 children in the project, it is not surprising that 39 percent of the students at the end of the academic year still demonstrate behaviors which their teachers feel will interfere with learning in the kindergarten setting. Support services should be provided for preschool children and their teachers in the area of acquisition of social skills appropriate for the classroom. Dr. Judith Goodstone, a professor of Special Education at the University of Southwestern Louisiana, has demonstrated her expertise in this area and might be willing to serve as a consultant to the preschool project.

7. Upon completion of the project year, 80 percent of the parents of the preschool children will report specific knowledge of how children learn and the types of experiences that foster physical growth (including good health), social/emotional growth, and academic readiness as documented through telephone interviews, workshop attendance rosters, and logs of teacher and teacher assistant home visits.

This objective was subdivided into two parts:

A. Upon completion of the project year, 80 percent of the parents of the 31 preschool children who participated in the project for the entire year will comment positively about the preschool project when queried by the psychometrist about their child's progress and their own participation in the project.

The parents/guardians of all 31 children enrolled in the preschool project during the entire academic year were questioned about the project during a structured telephone interview. Every parent or guardian interviewed responded positively to the questions asked by the psychometrist (see the Appendix for a copy of the Parent Telephone Survey Form: Preschool Project). When the psychometrist called the parents/guardians, she first informed them about her role in the evaluation of the preschool project and then the parents were asked to discuss the preschool project by answering a series of questions posed by the psychometrist.

Asked whether they had visited their children's classrooms at school, 30 of the 31 parents or guardians interviewed replied that they had visited the classroom at least once in addition to attending the regularly-scheduled parent meetings in the evenings. Parents felt welcome at their children's schools and were impressed by the teachers' and aide's willingness to have them observe classroom activities. In addition, they commented favorably on the friendly atmosphere of the two elementary schools. Parents were impressed by the responsive attitude of the principals, secretaries, and project personnel. One parent commented: "I visited my child's class every day."

Many parents reported daily conversations with teachers about their children's progress. "Every day when I would pick him up, the teacher would talk to me about how he did that day." Another parent said, "We dropped her off at school and picked her up so we were in constant contact with her teacher." Several favorable comments were made about the teachers' efforts to maintain communication with the parents during the year. One parent, when asked how she found out how her child was doing in the class, replied, "The teacher sent work home every day and also my child talked all the time about what they were doing at school. I attended three night meetings, I visited the class on several occasions, and I had two conferences with his teacher." Home visitations also elicited favorable responses from the parents.

Only two parents interviewed reported being unable to attend the parent workshop meetings held in the evenings; most parents attended

all three meetings. A specific question about the content of the workshops elicited the following remarks:

A. "If we didn't understand the home study program, they explained to us what we needed to do to help our children."

B. "They talked about us getting together more with our kids; she [the teacher] gave us great ideas of things to do at home. It made us closer as parent and child."

C. "It was very helpful, and it was nice to meet the other parents."

D. "Parents could help the teacher by helping our kids."

The parents expressed very positive feelings about receiving a monthly calendar of home activities correlated with their children's school activities. When asked whether their children seemed to like the preschool class, parent replies included statements such as:

A. "He loved it! He talked constantly about the teacher, the students and activities. He misses school very much."

B. "He loved it! He talked about it all the time. School was it! He really didn't want to ever miss school."

C. "She never missed a day! She came straight home and told me all she had done; she loved her school!"

Parents appeared to be well-informed about the content of the curriculum and how well their children had achieved. Specific accomplishments mentioned most often by parents included:

A. learning to get along with other children

B. learning to express ("explain") themselves orally

C. recognizing letters of the alphabet

D. learning to write their names

E. learning the dates of birthdays, their home addresses, phone numbers, etc.

F. improved ability to count and recognize numbers

G. recognizing colors and shapes

H. learning how to read [Note: The children were introduced to some of the letters of the alphabet and to their names in print. Formal reading instruction is not included in the instructional program in this project.]

I. improved listening skills

J. improved social skills (better manners)

One grandmother reported, "He even learned some Spanish at school. His art work was the greatest thing. He can count to 100 and knows his letters and he even tells me how to say things better--I don't mind." Another child's father said," I'm overwhelmed with all that my child knows: ABCs, his telephone number, how to be with other kids, how to put in words what he knows--I'm really overwhelmed."

Every parent surveyed felt that the preschool project would definitely help his/her child do better in kindergarten next year. Two mothers expressed the feeling that their children "could probably do first grade work" even though they will be entering school at the kindergarten level next year. One father stated, "A lot of kids, you throw them up in school at six years of age without this program--they won't make it." Another parent said, "It will give him a 'way-boom' start. It's hard for working parents to spend time with kids--we try, but this program really helps." Several parents commented that this project was superior to the local Head Start Program and even to private preschools in the Lafayette area. One parent remarked, "I could never pay for the kind of education that my child got."

Parents felt strongly that the project should be expanded to serve more children next year, and many have already recommended the project to other parents. Satisfaction with the teaching staff and the overall project was expressed by all parents involved in the project.

When asked for specific ideas for improvement of the preschool project, the following suggestions were offered by the parents:

A. transportation should be provided by the school board for all children enrolled in the project [Note: Only one child lived more than one mile away from his/her assigned school.]

B. the classes should be offered at more schools so that more children might benefit from attending the project

C. breakfast should be provided at J. W. Faulk Elementary School as an additional component of the project

D. children housed in temporary classrooms should have a covered walkway provided to the main building or a classroom should be provided in the main building

E. preschool children should be separated at recess from kindergarten children or have a teacher specifically designated to monitor their outside play activities (J. W. Faulk Elementary School project where kindergarten and preschool children shared the same playground at recess). [Note: There was a certified classroom teacher on playground duty at all times.]

B. Of seven randomly-selected parents surveyed with an instrument including indepth questions related to preschool children's physical growth, social/emotional growth, and academic readiness, five of the seven parents will be able to express knowledge of specific parenting skills acquired as a direct result of the preschool project which will favorably impact the preschool students' siblings.

The psychometrist chose seven families at random from the population of 31 children enrolled in the project. (Families which included only one child were eliminated from the sample.) Three of the parents interviewed had preschool children enrolled in the project at J. W. Faulk Elementary School and four parents had children enrolled in the Vermilion Elementary School project. Five of the parents interviewed were black and two were Caucasian. (See the Appendix for a copy of the Indepth Interview with Selected Parents instrument used in this part of the evaluation).

All seven parents interviewed (100 percent) acknowledged acquiring meaningful parenting skills as a result of the preschool project which the parents felt are having a positive influence on both younger and older siblings in the family. Typical statements elicited by the psychometrist include the following:

A. "I feel more confidence knowing that I'm really helping my younger child. I know because I saw such a big difference in my child who was in the program."

B. "They showed us how to do things and I'll do it with my baby because they showed us how. That makes the difference because they showed us at the parent meetings and at school how to work with our children."

C. "It may seem like commonsense things but little kids don't know them and they won't learn unless we talk to them and teach them. I thought kids learned these things by themselves, but they don't."

D. "I worked more with this child (in the preschool program) and I will work more with my other children now because I have something to go by; I don't have to think it up and research it. Most parents won't do that. They [the instructional staff] taught me things to do with my children. I had help. It means that I will spend more time with them because they want to do the activities."

E. "It (the preschool project) helped me to be a better parent--like teaching them and learning to do things with them--things I never realized. I teach them something new every day!"

F. "I learned to listen to my children--I never really listened. We'll keep on working on these things every day."

G. "I'll definitely work more with my younger kids, because some of the things we do --all of us as a family together."

Parents were asked to comment on what they were doing differently to help their children in the following areas as a result of their participation in the Early Childhood Project. Specific questions related to parent education of the siblings of the child enrolled in the preschool project were addressed as follows:

In terms of physical growth, all of the parents surveyed felt that they had an increased knowledge of the importance of working with their children to develop large muscle coordination and fine visual/muscle integration. Several of the parents commented that the child enrolled in the preschool project worked with younger siblings or that siblings of the preschool child took part in the home activities. One mother said, "I kept my calendar of suggested daily activities and I'll do all these things with my baby." The parents interviewed expressed very positive feelings about their children's increased self-reliance as a result of the preschool project (choosing their own clothes, matching colors of clothing, making their own decisions, etc.). "My child learned his colors and applied it to his life--he wanted to pick and choose his clothes and match his clothes." The parents expressed a desire to instill this same independence in their other children. Typical comments included:

A. "She learned to do things by herself and I learned how to let her do for herself."

B. "I learned not to lead a child--to let him express himself,

to say, "What did you eat today?" not "Did you have meat?"

C. "I'm letting all of my kids do more for themselves now. It's a lot more trouble for me. My little girls (younger siblings of the preschool child) are trying to feed themselves but I've learned to let them do it."

D. "I'm more confident now about letting them do for themselves because I know I'm on the right track!"

Parents interviewed expressed an increased understanding of the importance of good health and good nutrition (three balanced meals a day, fruit instead of candy for snacks, etc.) One mother commented, "My child tells me when I try to give her something that isn't good for her." Another mother said, "I have always encouraged my children to eat nutritious foods but now it wasn't just the mother telling them these things." One parent said, "My kids have learned to like the 'good snacks' better than candy."

In terms of social/emotional growth, each parent surveyed expressed great satisfaction with his child's increased social awareness and ability to get along with family members and peers. One parent explained that the teacher helped her to know what behavior is appropriate for children at different ages. She said, "It will help me with my younger boy because I know what to expect at different stages and they gave me a lot of booklets to read about 'dos and don'ts' for parents." Several of the parents expressed a resolve to maintain close communication with future teachers in order to monitor progress academically and to see if the child is behaving at school. "I will want to be more involved from now on in seeing how he's doing." Another parent commented, "Parents have to be involved; you have to know how your child is doing and what he needs to be learning."

In terms of readiness (language development, reading readiness, and math readiness), all of the parents interviewed felt that they had acquired valuable skills and information to help their children. Several parents mentioned an increased understanding of the importance of talking to children. A parent commented, "We were encouraged to talk,

talk, talk to our children." Another parent said, "I know so many games and activities to do with my next child. We were encouraged to take walks with the child and talk about the things we saw and we were taught games to play to teach them things like over-under, top/bottom." A similar comment was elicited from a mother who stated, "I kept all the books and letters and calendars to do all the things with my younger child." All of the parents interviewed expressed positive feelings about the structured help provided on the monthly calendar of activities; parents of younger children expressed their intention to use this resource with siblings of the preschool children. The calenders and and activities were developed by the Project Director specifically for this project.

Several parents were pleased that teachers provided positive criticism when observing the interaction between child and parent. "I liked the openness of the teachers. My child never talked in complete sentences because I would take care of his needs before he finished talking; the teacher made me aware of what I was doing." One mother related that the teacher helped her family get through a crisis (divorce) by "teaching us how to talk to each other; she taught us how to talk about our feelings." All of the parents interviewed felt that communication skills among family members has improved as a result of information received during the preschool year.

Every parent interviewed expressed an increased level of awareness as to the importance of reading aloud to children, providing books and magazines for the children to read, and participating in readiness activities. There was a significant reported increase in parental time spent reading aloud to all children in the family with older children also being asked to read aloud to younger family members. "I know how important reading is," reported one parent. "I will even read more to my baby than I did to my older child." The parents were asked to read at least 10 minutes each night. One mother quoted the teacher: "She said if we only had time to do one thing (activities on the calendar) to make sure that we read." Another parent commented, "Reading aloud to our children was stressed as the most important thing we could do for our children." Many of the parents made positive statements about receiving a nursery rhyme book from the project and related stories

about happy times spent with the children reading the rhymes over and over again. The Project Director is a certified Reading Specialist who continually emphasized the importance of the parents reading aloud to their preschool children in order to foster language development and reading readiness skills.

Parents also expressed great satisfaction with the math skills acquired by their preschool children and a commitment to provide similar readiness experiences for younger children in the family.

All seven (100 percent) of the parents interviewed in a survey related to physical growth, social/emotional growth, and academic readiness were able to describe the acquisition of parenting skills that could be attributed directly to the preschool project in which their children were enrolled. All parents surveyed acknowledged the favorable impact of these newly-acquired skills both on the child enrolled in the preschool project and siblings in the family. This objective was accomplished.

8. Upon completion of the project year and the evaluation report, new strategies and improved methods of assisting the educationally and developmentally deprived parish four-year-old population will be available to all personnel involved in early childhood development projects as verified by written project plans and summaries which will be disseminated prior to the 1988-1989 session.

A copy of the cover letter for dissemination of this report to all parish personnel involved in early childhood projects is included in the Appendix. This objective was accomplished.

9. Positive attitudes toward the project as measured by the comments of the building principals, the teachers, and the assistant during on-site visitations by the evaluator will be noted.

The building principals both commented favorably on the preschool project. One noted, "I like the language development component best. The teacher does lots of prereadiness and readiness activities. We have had no problems adjusting to four-year-olds on the campus. We just emphasize the importance of <u>training</u> the children to go through the lunch line in the cafeteria, walk in a line when they go out to the

playground or to the library, etc." The other principal was very concerned about the students being housed in a temporary building separated from the main building with no connecting walkway. "I have to house the regular education program first, then Special Education classes, and then other programs not funded by the parish. I wanted the children here on my campus, but I was not happy about them running through the rain to the restrooms inside the main building or to the lunchroom. I hope next year I can move the class inside the main building, but I can't promise. This is a wonderful program; the children learn so much and the parents love it."

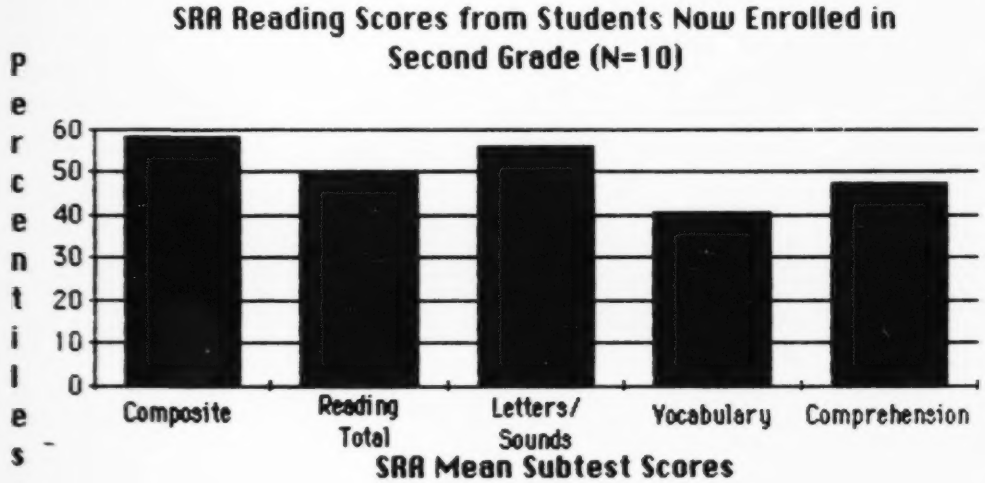
Visits with the instructional staff were notable for the enthusiasm of the staff for the children and the project in general. The teacher without the teacher assistant noted that "the program does not function as well without an aide. It's much harder to do behavior management ('time out') as well as it should be done. The budget cuts really hurt the program." Concern was also expressed by the teacher and teacher assistant at one site about the children being exposed to the weather because there was no covered walkway. "We'd love to have a more sheltered environment that included restrooms in the classroom." All three staff members commented favorably on the support they received from the administrative staff and support personnel at their respective schools.

This objective was accomplished.

10. Normal progress as reflected in standardized achievement test scores among students who were formerly enrolled in the preschool project will be observed.

The Project Director had carefully followed the previous participants in the preschool project and was able to provide a list of the children's names, accompanied by the student's grade level, school, and classroom teacher for the 1987-1988 academic year. The evaluator recorded the students' progress in terms of national percentile scores and the number of students retained at each grade level. There were no SRA scores available for the students who completed kindergarten this year since the test was not administered at that level by the parish.

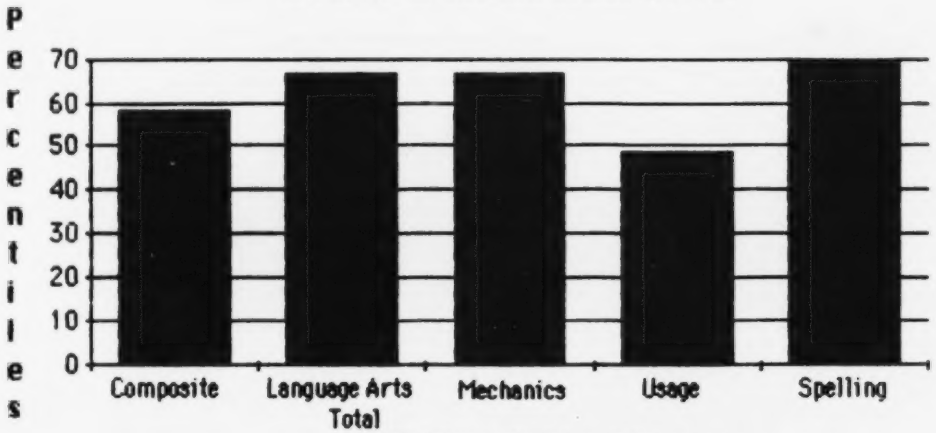
The evaluator was provided with copies of the SRA Test of Basic Skills scores from the April 1988 administration by the Lafayette Parish School System; reading scores are summarized in the following table. Computation of mean reading performance of the students enrolled in the project during the 1984-1985 academic year who are now enrolled in second grade reveals that, as a group, the 10 students who were promoted to second grade made average progress on the SRA reading subtests as well as the language arts subtests (see following table) when compared with students at their grade level nationwide. Examination of SRA language arts subtest scores for these 10 students reveals that as a group not only did they make normal progress when compared with students at their grade level nationwide but that spelling was a strength.



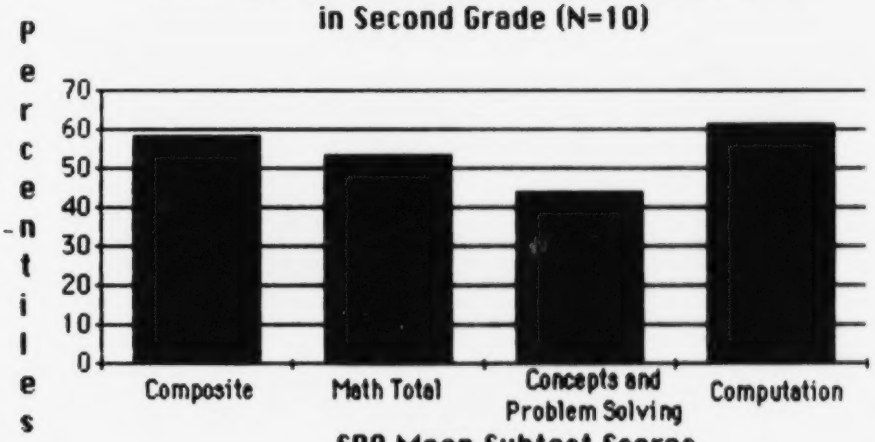
Of the 16 students enrolled in the preschool project during the 1984-1985 academic year, four were retained in first grade (25 percent). One child has since moved and no scores were available for one student who was presumed to be ill when the test was given. Performance in math for the 10 students who took the test is within the average range when compared with students enrolled in second grade nationwide. The

students had some difficulty with math concepts and problem solving but their scores are still within the average range.

SRA Language Arts Scores from Students Now Enrolled in Second Grade (N=10)

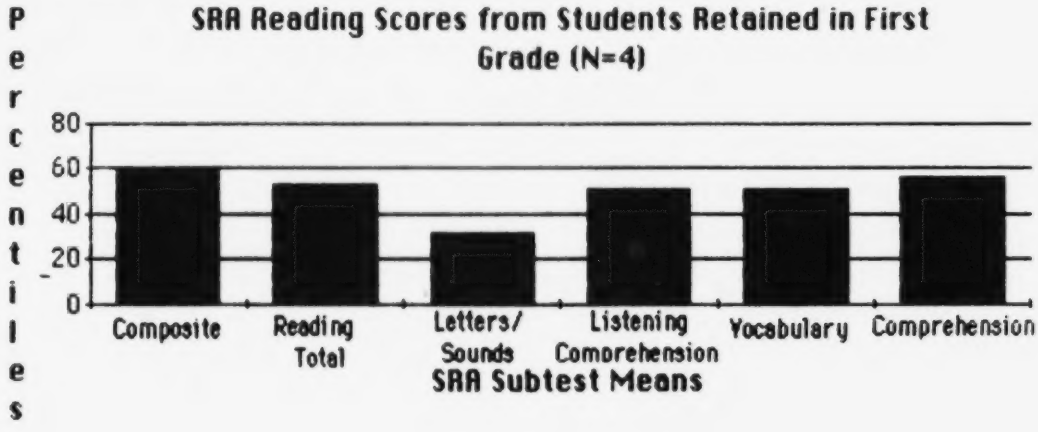


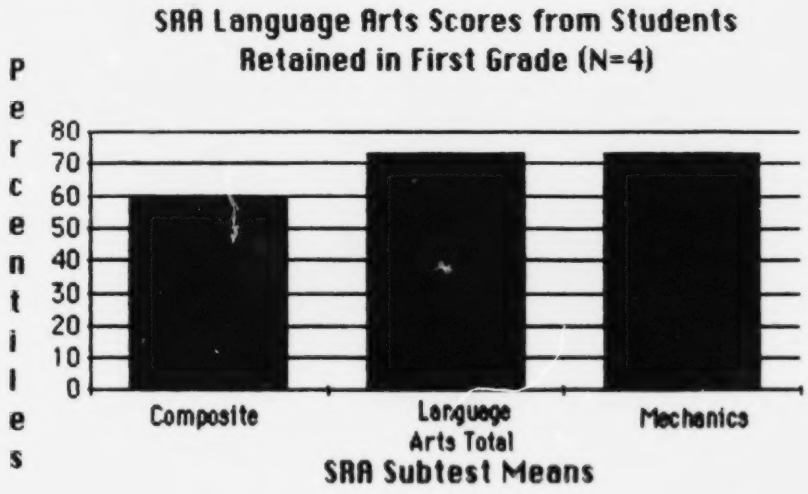
SRA Math Scores from Students Now Enrolled in Second Grade (N=10)

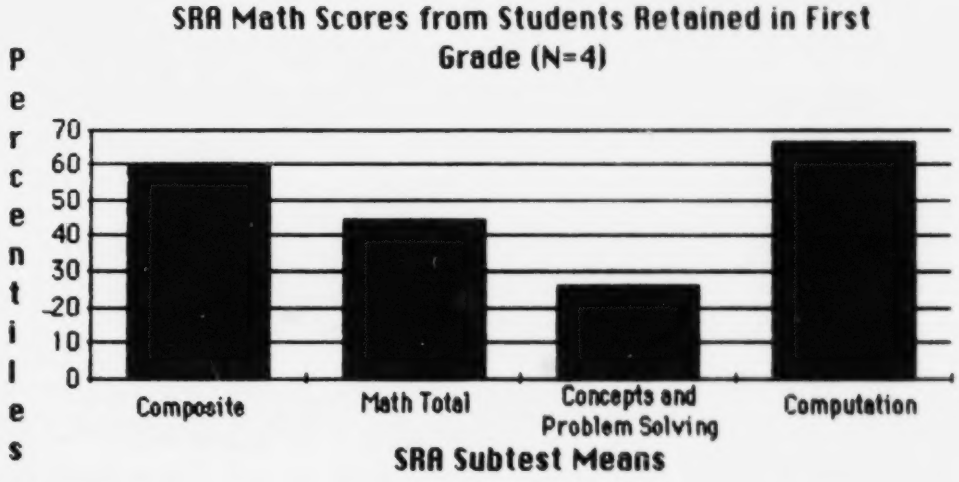


The SRA Test of Basic Skills was also administered to the four students who were retained in first grade who were enrolled in the preschool project during the 1984-1985 school year. Their performance on the SRA should be considered in terms of their repeating first grade and therefore being one year older than the normal population to whom the test is generally administered. After one year in the preschool project, one year in kindergarten, and two years in first grade, these students are performing in the average range when compared with students who have been enrolled in first grade for only one year.

These students' scores suggest that support services in the form of Chapter I services or Special Education should be seriously considered in order to provide additional learning opportunities so that academic progress can be continued. The performance of these four students on the Language Arts subtests was higher than their reading performance. Examination of student performance on the math subtests suggests that math concepts and problem solving skills are more difficult for these children to acquire than are computational skills.



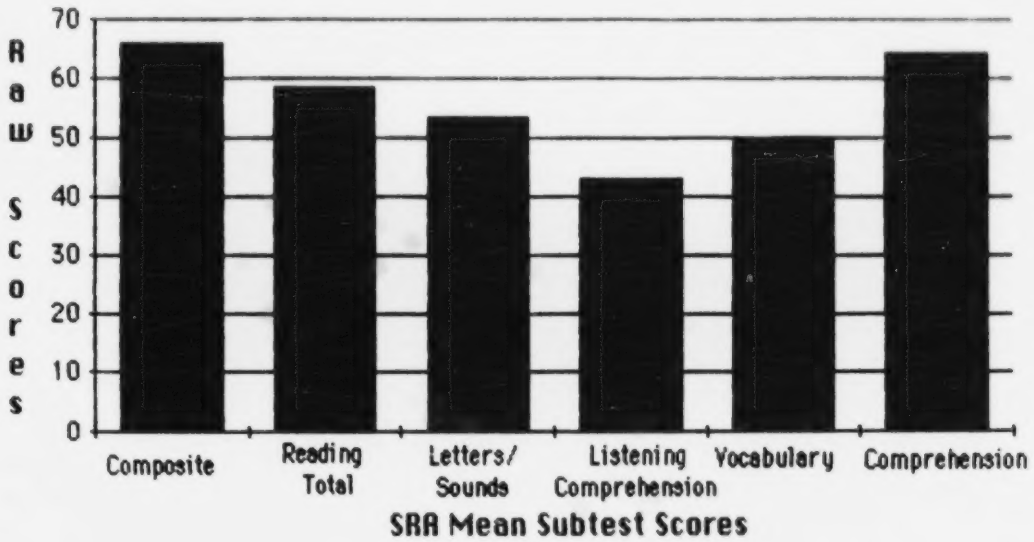




Standardized test performance of the children who were enrolled in the preschool project two years ago (1985-1986 academic year) who have now completed kindergarten and first grade was also investigated. Five of the 34 students (14 percent) were retained in kindergarten and

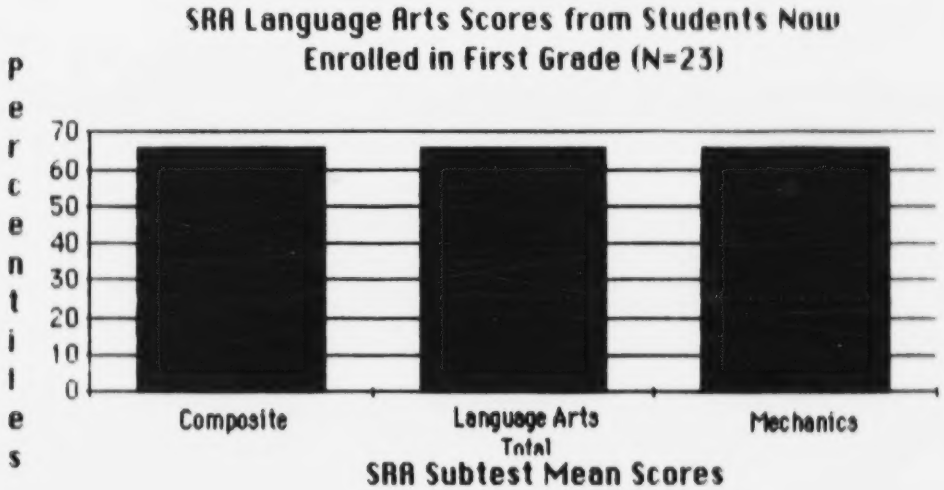
six have moved out of parish; mean scores of the remaining 23 are reported below. Students performed in the average range on all reading subtests when compared to students enrolled in first grade nationwide.

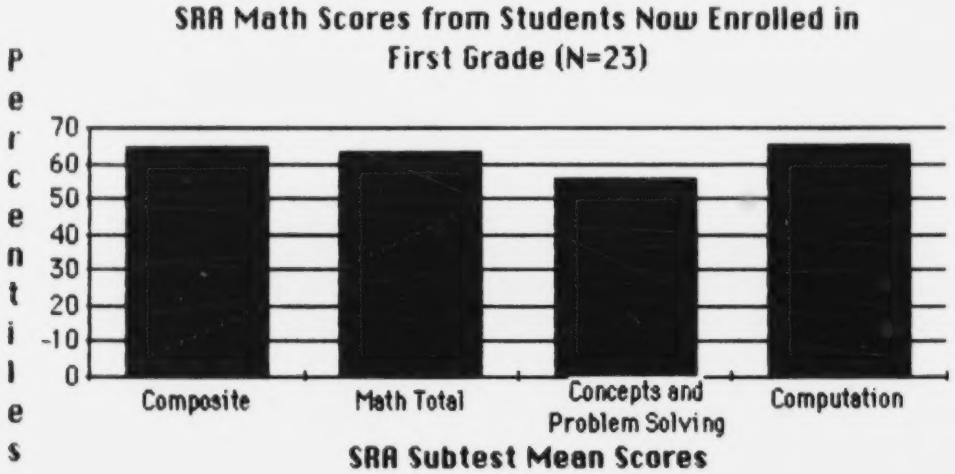
SRA Reading Scores from Students Now Enrolled in First Grade (N=23)



SRA Mean Subtest Scores

Their scores on the Language Arts subtests indicate normal progress also (see following table). The 23 students' scores on the math subtests are reported below; examination of the students' mean scores reveals average progress when compared with first grade students in a nationwide sample.





Objective 10 was accomplished. However, previous research indicates that unless support services are provided to individual children as necessary, the gains made in preschool programs such as the Early Childhood Project are not maintained. Chapter I and Special Education

services should be sought if children formerly enrolled in the preschool project begin to fall behind and are retained.

11. Cost effectiveness in terms of per pupil expenditure will be computed and will be judged by the evaluator to be reasonable in terms of pupil progress and parent support and approval of the project.

The total budget for the project was $52, 176. Per pupil expenditure was $1,631 ($9 per day for the 180-day school year). When the cost of compensatory/remedial support services in the elementary and middle school years is considered, the state is justified in expending this amount of money at the preschool level in order to save money later. At the present time only nine (18 percent) of the 50 children enrolled in the program during the 1984-1985 and 1985-1986 academic years have been retained. (However, seven children have moved out of parish and their promotion/retention record is unknown.) Though judged to be "at risk" in terms of school failure when they were screened, 34 of the 50 (68 percent) now have no need for support services and presently demonstrate normal academic progress.

Without the preschool program all 50 of the children might have needed services provided by the Lafayette Parish School Board Chapter I Transition Program which has a per pupil expenditure of $544 per year (a total of $29,950 for the 50 children). Only nine children have experienced school failure and might have needed the program instead of the 50, resulting in a savings of $24,559 in support services for a single school year. Many children who do not receive support services at the preschool level need <u>several</u> years of support services later on in elementary and middle school.

Of the 11 project objectives 10 were achieved; many were exceeded. The high quality of the preschool project is evidenced in the students' achievement scores; positive responses from parents, teachers, and project personnel; and cost-effectiveness.

Chapter Four: Conclusions and Recommendations

A. Summary and Conclusions

The Lafayette Parish Early Childhood Project involved two certified teachers and one teacher assistant providing compensatory education services to 31 preschool students in two local elementary schools (J. W. Faulk Elementary School and Vermilion Elementary School) during the 1987-1988 school year. This evaluation was conducted to determine the effectiveness of the preschool project in terms of students' improvement in physical, social/emotional, and readiness skills; parental involvement,; and cost effectiveness. The performance of students previously enrolled in the project was also considered; these students have now completed second grade, first grade, or kindergarten. The impact of the parent education component on siblings of present preschool project participants was also investigated.

The project was judged to be effective in terms of:

1. academic achievement
2. parental involvement and impact on siblings
3. cost effectiveness

B. Recommendations

1. This project should be expanded during the next school year (1988-1989). The parish might wish to contact Dr. Peter Payne, Chairman of the Communicative Disorders Department of the University of Southwestern Louisiana, and discuss possible federal funding of a preschool project with university and parish personnel working together not only to provide services to preschool children but also to train undergraduate and graduate students in preschool education and remediation of language and learning disorders. The staff might also wish to apply for 8-G monies to expand the project. Dr. Payne is very interested in preschool educational intervention programs and agrees that cooperation and consolidation of efforts between the university and parish school system should be fostered and encouraged.

2. This evaluation report should be submitted to the ERIC database as a model of quality preschool compensatory education. Also, the staff should submit program proposals to professional organizations nationwide in order to disseminate information about the project. Articles should also be submitted to professional journals in the area of early childhood education.

3. If the Boehm Test of Basic Concepts continues to be used as a measure of the preschool students' language development, then the 1986 edition of the Boehm Test of Basic Concepts-Preschool Version or the Boehm Test of Basic Concepts-Revised (1986 edition) should be employed. New norms are available as are parallel forms for pretest-posttest measurement of students' achievement.

4. The Miller Assessment for Preschoolers (MAP) or the Diagnostic Inventory for Screening Children (DISC) might be considered as a screening instrument if the DIAL-R is employed for measuring students' gains during the project.

5. Consider employing Dr. Judith Goodstone as a consultant to assist project personnel in helping children develop appropriate behavior management social skills necessary for learning in the preschool classroom. Dr. Goodstone is familiar with social skills instructional materials which might be employed as an additional component in this project.

6. Duplication of food services between project sites should be considered. Some elementary schools choose to offer a breakfast program and others do not. When parents meet in the community and compare their children's programs, they naturally wonder why one child receives breakfast and not all children.

7. The project staff and associated personnel should be invited to a school board meeting and recognized and commended by the board for their professional expertise and dedication to the project.

C. Impact Statement

Funding for this project is determined by state monies available and allocations to preschool projects. If the project is continued during the next academic year the evaluator is reasonably assured that the recommendations presented above will be followed based on her interactions with LEA personnel over the last 10 years.

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Documentation

Citation Form*

The *Standards for Evaluations of Educational Programs, Projects, and Materials* guided the development of this (check one):

request for evaluation plan/design/proposal
evaluation plan/design/proposal
evaluation contract
evaluation report
other

To interpret the information provided on this form, the reader needs to refer to the full text of the standards as they appear in Joint Committee on Standards for Educational Evaluation, *Standards for Evaluations of Educational Programs, Projects, and Materials* New York: McGraw-Hill, 1980

The *Standards* were consulted and used as indicated in the table below (check as appropriate):

Descriptor		The Standard was deemed applicable and to the extent feasible was taken into account	The Standard was deemed applicable but could not be taken into account	The Standard was not deemed applicable	Exception was taken to the Standard
A1	Audience Identification	X			
A2	Evaluator Credibility	X			
A3	Information Scope and Selection	X			
A4	Valuational Interpretation	X			
A5	Report Clarity	X			
A6	Report Dissemination	X			
A7	Report Timeliness	X			
A8	Evaluation Impact	X			
B1	Practical Procedures	X			
B2	Political Viability		X		
B3	Cost Effectiveness	X			
C1	Formal Obligation	X			
C2	Conflict of Interest	X			
C3	Full and Frank Disclosure	X			
C4	Public's Right to Know	X			
C5	Rights of Human Subjects	X			
C6	Human Interactions	X			
C7	Balanced Reporting	X			
C8	Fiscal Responsibility	X			
D1	Object Identification	X			
D2	Context Analysis	X			
D3	Described Purposes and Procedures	X			
D4	Defensible Information Sources	X			
D5	Valid Measurement	X			
D6	Reliable Measurement	X			
D7	Systematic Data Control	X			
D8	Analysis of Quantitative Information	X			
D9	Analysis of Qualitative Information	X			
D10	Justified Conclusions	X			
D11	Objective Reporting	X			

Name: Terry Lovelace, Ph. D. Date: July 1, 1988
(typed)
Terry Lovelace, Ph.D.
(signature)

Position or Title: Program Evaluator

Agency: Lovelace & Strait, Inc.

Address: Ste. 206, 913 S. College Road, Lafayette, LA 70503

Relation to Document: Author of document
(e.g., author of document, evaluation team leader, external auditor, internal auditor)

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BEST COPY AVAILABLE

Budget

FINAL BUDGET REPORT

EARLY CHILDHOOD DEVELOPMENT PROJECT

(see attached)
REVISED: March 15, 1988

EXPENSE CLASSIFICATION	APPROVED 1987-88	FINAL BUDGET 1987-88
SALARY		
TEACHER	$32,437.00	$41,496.00 Teachers + Assistant
TEACHER AIDE	7,759.00	
BENEFITS		
TEACHER	3,341.01	4,270.19 Teachers + Assistant
TEACHER AIDE	779.18	
EQUIPMENT	2,927.38	-0-
MATERIALS /SUPPLIES	2,332.43	3,809.81
OTHER EXPENSES: Field Trips	600.00	600.00
SUPPLIES	-0-	-0-
*CONSULTANT SERVICES	2,000.00	2,000.00
TOTAL BUDGET	$52,176.00	$52,176.00

Allen W. Meyers
SIGNATURE OF SUPERINTENDENT

June 15, 1988
DATE

Lafayette Parish
PARISH

*Consultant services may not exceed 5% of the total budget

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
P. O. BOX 94064
BATON ROUGE, LOUISIANA 70804-9064

March 15, 1988

Ms. Shirley Alexander, Supervisor
Kindergarten and Elementary Education
Lafayette Parish School Board
Post Office Drawer 2158
Lafayette, Louisiana 70502

Dear Ms. Alexander:

Reference is made to your letter dated March 8, 1988 requesting permission to make revisions in your 1987-88 Early Childhood Program budget.

Based on the information provided in your letter, permission is hereby granted to make the necessary adjustments to facilitate an increase in teachers' pay prior to July, 1988.

If you should need further assistance, please contact me.

Sincerely,

William A. Davis

William A. Davis, Ed.D.
Director
Bureau of Elementary Education

WAD:nw

Lafayette Parish School Board
P.O. Drawer 2158 Lafayette, Louisiana 70502 318/236-6800

March 8, 1988

Dr. William A. Davis, Bureau Director
Elementary Education
Louisiana State Department of Education
626 North Fourth Street
P. O. Box 94064
Baton Rouge, LA 70804-9064

Dear Dr. Davis:

As a result of the passage of a one-half (½) cent sales tax, Lafayette Parish employee's salaries will be adjusted to show an increase in pay prior to July, 1988. In order for me to fulfill the contractual agreement with the personnel in the Early Childhood Program, it is necessary at this time to request a revision in that programs' budget.

I am requesting that the amount of $2,927.38 in the category of equipment be transferred to salaries, benefits and supplies. I am asking that $1,300.00 be transferred to salaries; $150.00 be transferred to benefits and, $1,477.38 be transferred to materials/supplies.

Your consideration of this matter is greatly appreciated.

Sincerely,

Shirley Alexander

Shirley Alexander, Supervisor
Kindergarten and Elementary Education

fs

APPROVED:

Patricia Ann Sonnier

Patricia Sonnier, Assistant Superintendent
Curriculum and Instruction

ALLEN W. MEYERS, Superintendent • ALLEN A. DUGAS, District E, Division II, President • J. B. GUILLORY, District A, Division I, Vice-President

EARLY CHILDHOOD PROGRAM

PARENT CONTRACT

In order for my child _____ to participate in the early childhood program at _____, I understand that I must agree to the following:

1. Send my child to school regularly
2. Provide immunization records for my child
3. Present my child's birth certificate
4. Fill out necessary forms in a complete and timely manner
5. Allow the teacher and teacher assistant to visit my home three times during the year for the purpose of discussing my child's progress
6. Attend three parent education classes
7. Help my child at home using the activities given to me during parent education classes and by the teacher.
8. I agree to cooperate with the program staff in the interest of my child's progress.

Shirley Alexander
School Official

_____
Parent's Signature

Lafayette Parish School Board
P.O. Drawer 2158 Lafayette, Louisiana 70502 318/236-6800

Dear Parents:

This is a reminder that _____ has been scheduled for screening on August ____, 1987 at _____. Screening will be held in the Professional Library of the Lafayette Parish School Board Office on Surrey Street.

This is an initial screening that is required for Head Start and the Early Childhood Program. It does not mean that your child has been accepted into either program at this time.

Thank you for your patience and understanding.

Sincerely,

Audrey Carriere

Audrey Carriere
Head Start Nurse

AC/yg

WAYNE VASHER, Superintendent • DANIEL AUCOIN, District E, Division I, President • JESSE BOUDREAUX, JR., District G, Division I, Vice-President

CHILD'S NAME

PARENT'S NAME

ADDRESS

PHONE NUMBER, HOME
MOTHER'S WORK
FATHER'S WORK

NAME OF PERSON TO CONTACT IF PARENT CANNOT BE CONTACTED DURING AN EMERGENCY:

PHONE NUMBER:

CHILD'S BIRTHDAY:

DOES THE CHILD LIVE WITH BOTH PARENTS?

LIST NAMES AND AGES OF BROTHERS AND SISTERS

DOES YOUR CHILD HAVE ANY ALLERGIES OR HEALTH PROBLEMS THAT I SHOULD BE AWARE OF?

DO YOU HAVE ANY HOBBIES OR INTERESTS THAT YOU WOULD LIKE TO SHARE WITH OUR CLASS?

WOULD YOU BE ABLE TO HELP WITH CLASS PARTIES OR FIELD TRIPS?

LAFAYETTE EARLY ASSESSMENT PROGRAM
PARENT INTERVIEW FORM

	year	month	day
Child's Name: _____ Date:	_____	_____	_____
Boy___ Girl___ Phone_____ Child's Birthdate:	_____	_____	_____
Parent's Name: _____ Age:	_____	_____	_____

Was there anything unusual about the pregnancy with this child? _____

_____

_____

Did this child require any special medical care or hospitalization at birth or during the first month after birth? _____

_____

Has this child ever been in the hospital or been seriously ill at home? Yes ____ No ____

If yes, explain: _____

Has this child ever had a serious accident? _____

When was the last time this child saw a doctor? _____ Whom? _____

Briefly, what was the reason? _____

_____

Do you notice, or has a doctor reported, any of the following in this child:

1____Asthma	2____Frequent fevers	3____Headaches	4____Overtired/lacking
5____Indigestion	6____Sinus trouble	7____Nightmares	8____Heart trouble
9____Constipation	10____Nose bleeding	11____Thumbsucking	12____Difficulty hearing
13____Diarrhea	14____Bed wetting	15____Nail biting	16____Difficulty seeing (blinks, squints, rubs e
17____Vomiting	18____Allergies	19____Epilepsy (seizures)	
20____Other Physical problems (explain): _____			

_____

This child began walking at age (If guess, label as such) _____

Is this child toilet trained? No ____ Yes ____ At what age? _____

	yes	no
Place a check on the best answer.		
Has this child ever had any ear/hearing examination or treatment?.....	___	___
When _____ Who _____ Results _____		
Does this child:		
1. Seem to have difficulty hearing?	___	___
2. Turn up the TV louder than other members of the family?	___	___
3. Seem to hear you if you talk in a whisper?	___	___
4. Make you talk loudly or repeat frequently?	___	___

LIST OF PREVIOUS IMMUNIZATIONS

DPT _____

BOOSTER _____

MEASLES: MMR ☐ _____

POLIO

Tri I _____

Tri II _____

Tri III _____

Booster _____

Other: _____

_____

AUTHORIZATION TO RELEASE INFORMATION

I, the undersigned, hereby authorize the Headstart Child Development Program to release to the Lafayette Parish School Board any or all information in the record of _____

_____

It is understood that the Lafayette Parish School Board is released from all legal responsibility which may arise from this act.

_____
Witness

_____
Signature of Parent or Guardian

_____
Witness

AUTHORIZATION TO RELEASE INFORMATION

I, the undersigned, hereby authorize the Headstart Child Development Program to release to the Lafayette Parish School Board any or all information in the record of _____

_____.

It is understood that the Lafayette Parish School Board is released from all legal responsibility which may arise from this act.

_____
Witness

_____
Signature of Parent or Guardian

_____
Witness

EARLY CHILDHOOD PROGRAM INSERVICE

October 6, 1987

(Personnel Conference Room at 3:30)

NAME	SCHOOL
Joyce Elaine Taggart	Emilie Elementary School
Elsie M. Riggins	Vermont Elementary
Susan Connor	J. W. Faulk
D. Fulton	J. W. Faulk

Early Childhood Development Program
Daily Schedule -- Project I
Teacher and Assistant

MINUTES	ACTIVITIES
20	Teacher Directed Learning Activities Opening exercises
20	Teacher Directed Learning Activities Total group instruction/oral language development
30	Teacher Directed Learning Activities Two 15 minute small group instructional periods/skill and concept development. One group with the teacher and one group with the teacher assistant. After 15 minutes the groups will change. The teacher assistant will review and reinforce skills and concepts which were previously introduced by the teacher.
30	Student Initiated Learning Activities Learning centers (free play)
20	Teacher Directed Outdoor Play/Bathroom
20	Teacher Directed Learning Activities Total group instruction (music, art, poetry, story time)
20	Lunch
60	Rest
30	Teacher Directed Learning Activities Two 15 minute small group instructional periods/skill and concept development. One group with the teacher and one group with the teacher assistant. The teacher assistant will review and reinforce skills and concepts which were previously introduced by the teacher.
20	Teacher Directed Learning Activities Total group instruction (social living)
30	Student Initiated Learning Activities Learning centers (free play)
20	Teacher Directed Outdoor Play/Bathroom
10	Closing Activities

Early Childhood Development Program
Daily Schedule -- Project 2
Teacher

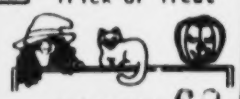
MINUTES	ACTIVITIES
20	Teacher Directed Learning Activities Opening exercises
20	Teacher Directed Learning Activities Total group instruction/oral language development
30	Teacher Directed Learning Activities Two 15 minute small group instructional periods/skill and concept development.
30	Student Initiated Learning Activities Learning centers (free play)
20	Teacher Directed Outdoor Play/Bathroom
20	Teacher Directed Learning Activities Total group instruction (music, art, poetry, story time)
20	Lunch
60	Rest
30	Teacher Directed Learning Activities Two 15 minute small group instructional periods/skill and concept development.
20	Teacher Directed Learning Activities Total group instruction (social living)
30	Student Initiated Learning Activities Learning centers (free play)
20	Teacher Directed Outdoor Play/Bathroom
10	Closing Activities

HOME VISITATION CHECKLIST
1987 - 1988

NAME	NOVEMBER	JANUARY	MARCH	TOTAL

OCTOBER 1987

LAFAYETTE PARISH EARLY CHILDHOOD DEVELOPMENT PROGRAM

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 Read to your child for 10 minutes.	2 Collect leaves of different sizes. Let your child sort them by different sizes and colors.	3 Have your child listen and talk about the sounds that the child hears in the yard. Talk about the sounds and what they mean.
4 Read a nursery rhyme to your child.	5 Play follow the leader with your child.	6 Read to your child for 10 minutes.	7 Let your child choose two things to wear to school.	8 Read to your child for 10 minutes.	9 From a magazine or newspaper, have your child cut out pictures of green things.	10 Give your child a coat or sweater with large buttons. Let him practice (after you show him) how to put the button in and pull it through the hole.
11 Read to your child for 10 minutes.	12 Use an old shoe lace and empty thread spools. Let your child string these together.	13 Read to your child for 10 minutes.	14 Take a walk with your child. Collect fall leaves.	15 Read a nursery rhyme to your child.	16 Have your child draw a Halloween picture and then tell you about the picture.	17 Play follow the leader with your child.
18 Talk about animals with your child. Find pictures of animals in old magazines.	19 Read to your child for ten minutes.	20 Have your child trace around a large bowl. Make a jack-o-lantern in the middle.	21 Share an old favorite story with your child. Let your child tell who the people were in the story.	22 Read to your child for 10 minutes.	23 Let your child choose two things to wear to school.	24 From a magazine have your child cut out pictures of red things.
25 Sing a familiar song with your child.	26 Have your child find objects in the kitchen that have a circular shape.	27 Read to your child for 10 minutes.	28 Help your child decorate a grocery bag for a mask.	29 Have your child draw a Halloween picture.	30 Read to your child for 10 minutes.	31 Trick or Treat  BE CAREFUL

N O V E M B E R 1987

LAFAYETTE PARISH EARLY CHILDHOOD DEVELOPMENT PROGRAM

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Read to your child for 10 minutes. Emphasize "left-to-right" direction.	2 Let your child cut pictures of people and animals from old magazines. Have him paste them on separate sheets of paper.	3 Draw these forms on a large sheet of paper. Have your child trace over them with his finger. / — O	4 Put some salt in a tray. Help your child draw the numerals 0-1-2 using his finger in the salt.	5 Go outside with your child. Have him close his eyes and tell what sounds he hears.	6 Read to your child for 10 minutes.	7 Have your child count the buttons on his shirt.
8 Have your child look for things that are blue.	9 Let your child choose two things to wear to school.	10 Read to your child for 10 minutes.	11 VETERANS DAY Ask your child what he did at school today. Have him recall the day's activities.	12 Sing the song "Ten Little Indians" with your child.	13 Read to your child for 10 minutes.	14 Play catch or any game with your child. Use a large ball.
15 Read to your child for 10 minutes.	16 Say the following rhyme with your child: I had a little turkey and nothing did he say, but Gobble Gobble all the live long day.	17 Use empty coffee cans and some balls that fit into the cans. Place the cans on the floor side by side, with the open ends facing the child. Have the child roll the balls toward and into the cans.	18	19 Read to your child for 10 minutes.	20 Take a walk with your child. Have him find two pine cones.	21 Have your child point to his shoulder, to his elbow, and to his forehead.
22 Read to your child for 10 minutes.	23 * Print A B A on a large sheet of paper. Have your child tell you which one is different.	24 * Let your child find three leaves. Have him count them for you.	25 * Say the rhyme about the turkey with your child.	26 * HAPPY THANKSGIVING	27 * Read to your child for 10 minutes.	28 Tape your child's work on the wall or refrigerator.
29 Read to your child for 10 minutes.	30 Let your child choose two things to wear to school.					

DECEMBER 1987

LAFAYETTE PARISH EARLY CHILDHOOD DEVELOPMENT PROGRAM

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 Collect different evergreen branches and pine cones. Let your child feel and smell these.	2 Teach your child this rhyme: I saw a little squirrel sitting in a tree. He was eating a nut, and wouldn't look at me.	3 Use the collection of evergreens and pine cones. Let your child tell you about the shape, size, and color. Have your child tell you how they are alike and different.	4	5 Read to your child for 10 minutes.
6 Play this game: Call out numbers from one to five. Have your child bounce a large ball the exact number of times.	7 Read to your child for 10 minutes. Review the rhyme you taught on Wednesday, December 2.	8 Draw these shapes on a large sheet of paper. O + Z Have your child trace over them with his finger.	9 Look at different Christmas decorations. Let your child tell you color, size, and shape.	10 When dressing to go outside you might talk about the weather. Let your child tell you if he needs a coat, sweater, raincoat, etc.	11 Let your child choose clothes to wear to school for the day.	12 Read to your child for 10 minutes.
13 Collect pine cones. Have your child sort them by size.	14 Use an egg carton. Write numberals 1-2-3-4-5 in the bottom part. Have your child put the correct number of buttons in each.	15	16 Sing this song. Use the tune London Bridge. Guess whose beard is long and white? Long and white? Long and white? Guess whose beard is long and white: DEAR OLD SANTA.	17	18 Let your child help you wrap a Christmas gift.	19 From an old catalog or magazine, have your child cut out pictures of things he would like to have.
20 Read to your child for 10 minutes.	21 * Show your child a fork and spoon. With his eyes closed, put one of the items in his hand. Have him guess which piece it is by feeling it.	22 *	23 * Sing easy Christmas carols with your child.	24 * Read to your child for 10 minutes.	25 * MERRY CHRISTMAS Hug your child for Christmas.	26 Put three pieces of silverware in a row. Have your child line up 3 pieces so that they look like yours.
27 Have your child count nuts or seeds up to 5.	28 * Read to your child for 10 minutes.	29 * Use a nut, a green leaf and a piece of fruit. Ask your child to show you which one is round. Have your child find other objects that are round. Have your child look at the leaf. Have him find other objects that are green.	30 *	31 * Read to your child for 10 minutes.	* HAPPY NEW YEAR	

*Christmas Holidays -- December 21 - January 1

JANUARY 1988

LAFAYETTE PARISH EARLY CHILDHOOD DEVELOPMENT PROGRAM

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			Use this activity on any appropriate day. Take a pan of water outside when the temperature is below freezing. Let your child see what happens.		1 HAPPY NEW YEAR	2 Read to your child for ten minutes.
3 Use old wrapping paper from Christmas or old newspaper. Show your child how to tear from large to small pieces. Let him tear more than one thickness of paper as you did. ********** Read to your child for 10 minutes.	4	5 Use empty shoe boxes. Help your child build bridges. Use small toys to slide under the bridge.	6 Pick an object and say, "I see a color and the color is ". Have your child guess what object you are thinking of by pointing to it.	7 Give your child some raisins or dry cereal and a cup. Call out numbers from one to five. Child should put that number of objects in the cup. ********** Read to your child for 10 minutes.	8	9 Blindfold your child. Ask him to point in the direction he hears a sound. (Use a bell drum, or hand clap).
10 Talk about animals with your child. Find pictures of animals in old magazines. Let your child cut out the pictures.	11 Use a paper bag and some objects that your child is familiar with. Let your child reach into the "mystery" bag and get an object without looking into the bag or removing the object. Have your child tell you how the object feels and if it is big or little. ********** Read to your child for 10 minutes.	12	13 Have your child stand facing you. Show him how to clap his hands. When he can clap, have him clap patterns of one, two or three.	14 Use an old egg carton and edible items such as nuts, fruit loops, pretzels. Begin with two items that have different shapes. Have your child sort the items by size and shape and place in bottom of egg carton. Proceed to three items.	15	16 Have your child point to various parts of his body as you name them. Example: elbow, elbow, elbow, nose, nose, nose.
17 Read to your child for ten minutes.	18 Cut pictures from magazines that show the different seasons of the year. Explain the difference of each season to your child.	19 Find three buttons or pencils of different colors. Say the names of three colors in a certain order. Have your child arrange the objects in that order.	20	21 Read to your child for ten minutes.	22 Collect pictures of things that rhyme: sock/rock rope/soap mop/top bat/cat pan/fan boat/goat Start with four items. Scatter the pictures on the table. Name each item. Hold up one of the items. Can your child name the item that rhymes?	23
24 Read to your child for 10 minutes. Read to your child for ten minutes.	25 Use a small toy. Tell your child where you are placing it such as, "I am putting the toy under the chair." Have your child repeat what you did.	26	27 Describe an object in the room. Give clues such as "It is hard, it is white, it has a door." Have your child guess what it is.	28 Use an apple. Have your child tell about it. Cut the apple in half. Have your child tell you about it. Explain that each piece is a half. ********** Read to your child for ten minutes.	29	30 Draw these shapes on a large piece of paper. ^ O X Have your child trace over them with his finger.

FEBRUARY, 1988

LAFAYETTE PARISH EARLY CHILDHOOD DEVELOPMENT PROGRAM

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
WORKING TOGETHER IS FUN	1 Read to your child for 10 minutes.	2 Make up a list of riddles, each 1 to 2 sentences. Example: "I have four legs and I bark, I am a____." Say the sentences. Have your child say the entire thing.	3 Draw these shapes on a large piece of paper. X △ + □ Have your child trace over them with his finger.	4 Start an old button collection. Have your child sort the buttons by putting all the buttons with two holes together.	5 Read to your child for 10 minutes. Ask your child questions about the story.	6 Play the game I Spy. Say, "I see something that is yellow." As he guesses, tell him to ask, "Is it the yellow cup? Is it the yellow chair?"
7 Read to your child for 10 minutes. As you read, tell him to wiggle his fingers when he hears his name. Insert his name in the story from time to time.	8 Dress your child in his favorite shirt. Call his attention to the colors. Have him look for things that are the same color as his shirt.	9 Read to your child for 10 minutes.	10 Put a toy in a box and say, "The toy is in the box." Lift the toy out and say, "The toy is out of the box. Where is the toy?"	11 Have your child open and close a door, open and close a drawer, open and close his mouth.	12 Read to your child for 10 minutes. LINCOLN'S BIRTHDAY	13 Use 5 pencils, buttons or bottle caps. As you count, hand your child the pencils or buttons. Tell him to pass the objects back to you counting as he gives them to you.
14 HAPPY VALENTINE'S DAY Read to your child for 10 minutes	15 * WASHINGTON'S BIRTHDAY OBSERVED Use the button collection. Have your child put buttons of the same color together.	16 * Mardi Gras	17 * Use cups, plates, balls of two different sizes. Have your child show you which ones are big and which ones are little.	18 Read to your child for 10 minutes.	19 Use pieces of old newspaper. Have your child tear it into small bits. Let him paste these on a large sheet of paper to make a picture.	20 Read to your child for 10 minutes. Ask questions about the story.
21 Use spring-type clothespins. Have your child pick up loose kleenex or socks with the clothespins or have him hang clothes on a line.	22 Read to your child for 10 minutes. Have him wiggle his finger when he hears the word "dog". Say "dog" from time to time to see if he is listening to the story.	23 Count slowly from 1 through 5. Omit a number each time -- one, two, three, five." Have your child raise his hand when he hears you miss a number. Can he tell which number is missing?	24 Read to your child for 10 minutes. Ask questions about the story.	25 Put two toys side by side. Say, "The toys are together. Put the toys far apart. Say, "The toys are apart." Have your child place the toys together and apart.	26 Say three words: two that rhyme and one that doesn't. Which one doesn't belong: cat - rat - bird cow - talk - pow top - stop - car	27 Read to your child for 10 minutes. Ask questions about the story.
28 Place some salt in a cake pan. Have your child make these shapes in the salt. ○ | + △	29 Place a toy on the top and bottom of several places. Then ask your child to place a toy on the top and bottom of several places.	SHARPEN YOUR CHILD'S LISTENING SKILLS IN THESE EVERY DAY WAYS: -- Be sure you have your child's attention before you start. -- Give instructions just once. -- Use a quiet, normal voice. -- Give short, concise, clearly stated directions. -- Listen to your child.				BLACK HISTORY MONTH

MARCH, 1988

LAFAYETTE PARISH EARLY CHILDHOOD DEVELOPMENT PROGRAM

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
0 NUMBER RHYMES 0 Think of a ball you'd like to throw. It looks just like a big ZERO. 1 Hold up a toothpick just for fun. It looks exactly like a ONE.		1 Ask your child questions, such as, "Where am I standing?" "Where is your toy?" "Where is your sandwich?" "What color is your shirt?"	2 Give your child a flat piece of paper and one wadded up. Have him drop them at the same time. Which one landed first?	3 Read to your child for 10 minutes.	4 Have your child toss a wadded up newspaper into a bucket. Each time ask: "Is it IN or is it OUT?"	5 Take your child outside and fly a kite or blow bubbles.
6 Use pipe cleaners or twigs. Drop them on the floor. Have your child pick them up one at a time without moving another one.	7 Read to your child for 10 minutes. Ask him what the story was about.	8 Let your child choose two items of clothing to wear to school.	9 Paste a big picture on a piece of cardboard. Then cut it into 4 or 5 big pieces like a puzzle. Have your child put it TOGETHER and take it APART.	10 Teach your child his address and phone number. This will need to be repeated several times. Ask him to say: "I am _____ name _____." "I am age years old." "I live at address." "My phone number is _____."	11	12 Read to your child for 10 minutes. Stop before the story ends. Ask your child how he thinks the story will end.
13 Give your child three directions: Big bird says, "Clap your hands, jump up in the air, then sit on the floor."	14 Read to your child for 10 minutes. As you read occasionally stop and ask, "What do you think will happen next?"	15 Use bottle caps, pencils or buttons. Hand your child the objects and count as you do 1-2-3-4-5. Have your child pass the objects back to you counting 1-2-3-4-5.	16 Draw straight lines and curved lines on a large sheet of paper. Have your child point to the curved lines then to the straight ones.	17 ST. PATRICK'S DAY Help your child choose something green to wear to school.	18 Read to your child for 10 minutes. Ask him to tell you what happened first, then next, then last in the story.	19 On a large sheet of paper, draw: △ O + Have your child trace over it with his finger.
20 SPRING'S HERE Spring Fever! Take a walk with your child.	21 Read to your child for 10 minutes.	22 Repeat the activity for March 10-11.	23 Make some short sentences----some silly----some that make sense. Have your child raise his hand when he hears a silly sentence and then tell you why it is silly. Ex. An ice-cream cone is hot.(silly) A dog barks.(sense) A fish can walk.(silly) Candy is good to eat.(sense)	24	25 Read to your child for 10 minutes. Ask questions about the story.	26 Take a walk with your child. Talk to him about how things are beginning to grow. Ex. Flowers grass, plants.
27 Read to your child for 10 minutes.	28 There is a number rhyme at the top and bottom of the calendar. Go over it with your child.	29 Go for a walk with your child. Listen for sounds of spring. Look for signs of spring.	30 Read to your child for 10 minutes. Ask questions about the characters in the story.	31 Watch a T.V. program with your child. Let him tell you what the program was about	NUMBER RHYMES 2 A heart on a line means I love you. Cover up half and you have a TWO. 3 A snowman peeking 'round a tree. Is what you see if the number's THREE.	

71

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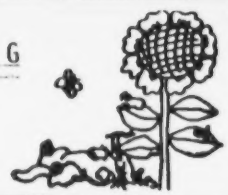
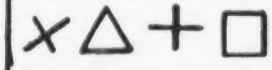
APRIL, 1988

LAFAYETTE PARISH EARLY CHILDHOOD DEVELOPMENT PROGRAM

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	APRIL SHOWERS BRING MAY FLOWERS	S I G N S O F S P R I N G 			1 APRIL FOOL'S DAY Read to your child for 10 minutes.	2 Begin a story for your child such as, "Once upon a time there was a little lost kitten." Take turns with your child adding sentences until the story is finished.
3 HAPPY EASTER Hug your child for Easter!	4 Hide an egg that your child got for Easter somewhere around the house. Give three-step directions which will lead the child to the Easter egg. Do not repeat clues.	5 Read to your child for ten minutes. Ask questions about the story.	6 Use a large piece of paper. Put big dots in a row like this. Show your child how to connect the dots with a jumbo crayon. Top to bottom. • • • • • •	7 Read to your child for 10 minutes. Ask questions about the story.	8 Have your child listen and repeat exactly some sound-alike words: Ding, Ding, Dong, Dong Dong, Ding. Sleep, Sleep, Sheep. Gong, Gong, Bong. Try Again!	9 Take an outdoor walk with your child. Help him look for signs of Spring: bird's nests, sprouting seeds, new leaves on trees, etc.
10 Read to your child for 10 minutes. Ask questions about the story.	11 Draw some lines five inches long on a piece of paper. Give your child a pair of blunt scissors. Tell him to cut on the lines.	12 Ask your child what he did at school today. Have him recall the day's activities.	13 Read to your child for 10 minutes.	14 Fill a paper bag with familiar objects such as different size blocks, cookies or toys. Have your child reach into the bag and get an object without looking into the bag or removing the object. The child is to say what the object is and tell what it feels like or guess whatit may look like.	15	16 Use a large piece of paper. Put big dots in a circle like this. Show your child how to connect the dots with a jumbo crayon. Counter Clockwise
17 Give your child some raisins or dry cereal and a cup. Call out numbers from one to five. Have your child put that number of objects in the cup.	18 Read to your child for 10 minutes.	19 Take a walk with your child. Talk about things that are far and near, tall and short, high and low, left, and right.	20 Read to your child for ten minutes. Ask questions about the story.	21 Name several objects or things letting your voice get softer and softer. Stop suddenly and ask your child to tell you the last word you said.	22 Print P D P on a large sheet of paper. Have your child tell you which one is different.	23 Read to your child for 10 minutes.
24 Have your child make up a little short story 5 to 6 sentences--about each of the following as he tells you WHAT WOULD HAPPEN IF..... ..You could fly? ..dogs could talk? ..fish could fly? ..Santa lived next door? ..A table could eat? ..the sun was cold? ..you were a giant? ..everything was red?	25	26 Read to your child for 10 minutes.	27 Use an egg carton Write numerals 1-2-3-4-5 in the bottom part. Have your child put the correct number of buttons in each.	28 Draw these shapes on a large piece of paper.  Have your child trace them with a jumbo crayon.	29 Read to your child for 10 minutes.	30 DON'T FORGET To set your clock ahead 1 hour. Let your child help you do it.

73 Easter Holidays -- March 31 - April 8 1988

74

MAY 1988

LAFAYETTE PARISH EARLY CHILDHOOD DEVELOPMENT PROGRAM

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Give your child a large piece of paper and large crayons. Have him draw his favorite zoo animal.	2 Put some salt in a tray. Help your child draw the numerals 0-5 using his finger in the salt.	3 Read to your child for 10 minutes. Have him point to and tell you the page numbers.	4 Ask your child what he did at school today. Have him recall the day's activities.	5 Point to common objects in your home. Have your child say the color of the object. Then have the child point to objects. Purposely misname some of the colors. Have the child make corrections for your errors.	6	7 Read to your child for 10 minutes. Let him tell you the page numbers of the book.
8 HAPPY MOTHER'S DAY Give your child a big hug for Mother's Day.	9 Play "Follow the Leader" with your child. Take turns being the leader.	10 Have your child count the buttons on his shirt.	11 Read to your child for 10 minutes. Ask questions about the story.	12 Use empty cans or cartons of different sizes. Have your child tell which is big, bigger, biggest, and small, smaller, smallest	13 Use an orange. Have your child tell you the color and shape of the orange. Cut the orange in half. Have your child tell you how it looks. Squeeze the orange. Supply new words such as seeds, juice, pulp, skin, sweet. Let your child drink the juice.	14
15 Read to your child for 10 minutes. Ask questions about the story.	16 Go outside with your child. Have him close his eyes and tell you what sound he hears.	17 Watch a T.V. program with your child. Let him tell you what the program was about.	18 Read to your child for 10 minutes.	19 Use an old magazine. Let your child cut out people, animals, and vegetables. Have him paste them on separate sheets of paper.	20 Teach your child this nursery rhyme: Hickory Dickory Dock, The mouse ran up the clock, the clock struck one, the mouse ran down, Hickory, Dickory Dock.	21 Read to your child for 10 minutes. Let your child find pictures in the book that have a circular shape.
22 Read to your child for 10 minutes.	23 Help your child learn and memorize his phone number.	24 Take a walk with your child. Look for numbers on houses, stores, street signs. Talk about things that are far and near, tall and short, high and low. Talk about directions: "turn right," "turn left."	25	26 Read to your child for 10 minutes.	27 Help yoru child learn and memorize his address.	28 Read to your child for 10 minutes.
29 Go outside with your child. Have him close his eyes and tell what sounds he hears.	30 MEMORIAL DAY Read to your child for 10 minutes.	31 Put salt or sand in a pan. Have your child trace the numerals 0 to 10 in the salt or sand with his finger.				

JUNE, 1988

LAFAYETTE PARISH EARLY CHILDHOOD DEVELOPMENT PROGRAM

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
HAVE A SAFE AND HAPPY SUMMER			1 Read to your child for 15 minutes.	2 Take your child to the library to get a library card and a book.	3 Print three letters DBD on a large sheet of paper. Have your child tell you which one is different.	4 Read to your child for 15 minutes.
5 Say these words to your child. Have him tell if they rhyme. book - hook doll - car big - pig	6 Read to your child for 15 minutes.	7 Cut out several circles, squares, triangles, and rectangles. Have your child use these shapes to make a picture.	8 Put five pieces of silverware in a row. Have your child line up five pieces so that they look just like yours.	9 Read to your child for 15 minutes.	10 Read the poem and have your child act it out. This is my right hand. I'll raise it up high. This is my left hand. I'll touch the sky.	11 Take your child to the library.
12 Give your child a plastic cup or glass. Have him trace around the bottom to make circles.	13 Read a rhyme to your child omitting the final rhyming word and have him say the missing word: Jack and Jill went up the ___. One, Two, buckle my ___.	14 FLAG DAY Talk to your child about the flag and its importance.	15 Give your child a paper sack and crayons. Have him create a funny-face puppet.	16 Use items such as toys, rubber bands, raisins, cookies, pretzels, cereal, and blocks. Have your child place each object into two categories: things you can eat and things you cannot eat.	17	18 Take your child to the library.
19 HAPPY FATHER'S DAY Read to your child for 15 minutes. Give your child a hug for Father's Day.	20 Read to your child for 15 minutes.	21 Write the numerals 1-5 on large cards Give your child paper clips or clothespins and have him fasten the correct number of paper clips or clothespins on each card.	22 Read to your child for 15 minutes. Ask questions about the story.	23 Teach this rhyme: One, two, buckle my shoe; three, four, close the door; five, six, pick up sticks.	24 Have your child look at an old calendar and circle all the 5's.	25 Read to your child for 15 minutes.
26 77 Give your child 6 pennies. Have him take 2 away and tell him how many are left.	27 Take your child to the library.	28 Read to your child for 15 minutes. Ask questions about the story.	29 Have your child look at an old calendar and circle all the 3's.	30 Print three letters PDP on a large sheet of paper. Have your child tell you which one is different.		

Lafayette Parish School Board
P.O. Drawer 2158 Lafayette, Louisiana 70502 318/236-6800

November 10, 1987

The first workshop for parents of children in the Lafayette Parish Early Childhood Program will be held in the library of Vermilion Elementary School on Wednesday, November 18, 1987 from 6:30 p.m. to 7:30 p.m. This is the first of three workshops that will be conducted during the school year. During the workshop, you will be given information and materials that will be helpful for you when working with your child at home. You are also invited to attend the Vermilion Elementary P.T.O. meeting which will be held in the school cafeteria following this workshop.

Parent workshops were well attended and home visits were highly successful during the previous years. This was one of the reasons that the program was funded by the state again this school year. You will recall that during your interview prior to the beginning of school, you agreed to attend three workshops as one of the conditions for your child's acceptance into the program. Therefore, it is very important that you attend these meetings in order for your child to remain in the program.

Please place this date on your calendar and make plans to attend. If you have any questions or if an emergency arises and you cannot attend, please contact me at the Lafayette Parish School Board Office, telephone number 236-6890.

Sincerely,

Shirley Alexander

Shirley Alexander, Supervisor
Kindergarten and Elementary Education

SA/cb

APPROVED:

Patricia Ann Sonnier

Patricia Ann Sonnier, Assistant Superintendent
Curriculum and Instruction

WAYNE VASHER, Superintendent • DANIEL AUCOIN, District E, Division I, President • JESSE BOUDREAUX, JR., District G, Division I, Vice-President

EARLY CHILDHOOD PARENT WORKSHOP
November 18, 1987
Vermilion Elementary
6:30 p.m. - 7:30 p.m.

A G E N D A

Introductions and Remarks ---------- Shirley Alexander
Kindergarten Elem. Supervisor

Explanation and
Distribution of Materials
and activities

Comments By Teachers ---------- Patricia Gannon
Early Childhood Teacher
J. W. Faulk Elementary

Elise Lappin
Early Childhood Teacher
Vermilion Elementary

Elaine Dauzart
Teacher Assistant
Vermilion Elementary

Closing Remarks ---------- Shirley Alexander

Early Childhood Development Pilot Program
Parent Workshop -- November 18, 1987
6:30 - 7:30 p.m. -- Vermilion Elementary Library

PARENT'S NAME STUDENT'S NAME

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____

Lafayette Parish School Board
P.O. Drawer 2158 Lafayette, Louisiana 70502 318/236-6800

February 1, 1988

The second workshop for parents of children in the Lafayette Parish Early Childhood Program will be held in the cafeteria of J. W. Faulk Elementary School on Wednesday, February 10, 1988, from 6:30 p.m. to 7:30 p.m. This is the second of three workshops that will be conducted during the school year. During the workshop, you will be given information and materials that will be helpful for you when working with your child at home.

The first workshop was well attended. You will recall that during your interview prior to the beginning of school, you agreed to attend three workshops as one of the conditions for your child's acceptance into the program. Therefore, it is very important that you attend these meetings in order for your child to remain in the program. The materials provided for you will have to be picked up at my office if you do not attend the meeting. They will not be sent home with your child.

Please place this date on your calendar and make plans to attend. If you are unable to attend, perhaps someone from your family can be there to represent your child. If you have any questions or if an emergency arises and you cannot attend, please contact me at the Lafayette Parish School Board Office, telephone number 236-6890.

Sincerely,

Shirley Alexander

Shirley Alexander, Supervisor
Kindergarten and Elementary Education

cb

APPROVED:

Patricia Ann Sonnier

Patricia Ann Sonnier, Assistant Superintendent
Curriculum and Instruction

ALLEN W. MEYERS, Superintendent • DANIEL AUCOIN, District E, Division I, President • JESSE BOUDREAUX, JR., District G, Division I, Vice-President

EARLY CHILDHOOD PARENT WORKSHOP
February 10, 1988
J. W. Faulk Elementary
6:30 p.m. - 7:30 p.m.

A G E N D A

Introductions and Remarks ---------- Shirley Alexander
Kindergarten Elem. Supervisor

Explanation and
Distribution of Materials
and activities

Comments By Teachers ---------- Patricia Gannon
Early Childhood Teacher
J. W. Faulk Elementary

Elise Lappin
Early Childhood Teacher
Vermilion Elementary

Elaine Dauzart
Teacher Assistant
Vermilion Elementary

Closing Remarks ---------- Shirley Alexander

Early Childhood Development Program
Parent Workshop -- February 10, 1988
6:30 - 7:30 p.m. -- J. W. Faulk Elementary

PARENT'S NAME

STUDENT'S NAME

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
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13. _____
14. _____
15. _____
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20. _____
21. _____
22. _____

Lafayette Parish School Board
P.O. Drawer 2158 Lafayette, Louisiana 70502 318/236-6800

April 25, 1988

The third and final workshop for parents of children in the Lafayette Parish Early Childhood Program will be held in the library of Vermilion Elementary school on Wednesday, May 4, 1988 from 6:30 p.m. to 7:30 p.m. During the workshop, you will be given information and materials that will be helpful for you when working with your child at home. Information about the kindergarten program for next year will also be discussed.

The first two workshops were well attended. You will recall that during your interview prior to the beginning of school, you agreed to attend three workshops as one of the conditions for your child's acceptance into the program. Therefore, it is very important that you attend these meetings in order for your child to remain in the program. The materials provided for you will have to be picked up at my office if you do not attend the meeting. They will not be sent home with your child.

Please place this date on your calendar and make plans to attend. If you are unable to attend, perhaps someone from your family can be there to represent your child. If you have any questions or if an emergency arises and you cannot attend, please contact me at the Lafayette Parish School Board Office, telephone number 236-6890.

Sincerely,

Shirley Alexander

Shirley Alexander, Supervisor
Kindergarten and Elementary Education

fs

APPROVED:

Patricia Sonnier, Assistant Superintendent
Curriculum and Instruction

ALLEN V. MEYERS, Superintendent • ALLEN A. DUGAS, District E, Division II, President • J. B. GUILLOT, District A, Division I, Vice-President

EARLY CHILDHOOD PARENT WORKSHOP
May 4, 1988
Vermilion Elementary
6:30 p.m. - 7:30 p.m.

A G E N D A

Introductions and Remarks ---------- Shirley Alexander
Kindergarten Elem. Supervisor

Explanation and
Distribution of Materials
and activities

Comments By Teachers ---------- Patricia Gannon
Early Childhood Teacher
J. W. Faulk Elementary

Elise Lappin
Early Childhood Teacher
Vermilion Elementary

Elaine Dauzart
Teacher Assistant
Vermilion Elementary

Closing Remarks ---------- Shirley Alexander

Early Childhood Development Program
Parent Workshop -- May 4, 1988
6:30 - 7:30 p.m. -- Vermilion Elementary

PARENT'S NAME STUDENT'S NAME

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
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13. _____
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15. _____
16. _____
17. _____
18. _____
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20. _____
21. _____
22. _____

Early Childhood Development Program

Parent Workshop -- May 4, 1988

6:30 - 7:30 p.m. -- Vermilion Elementary

OTHERS ATTENDING:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____

LAFAYETTE PARISH EARLY CHILDHOOD PILOT PROGRAM

PROGRESS REPORT

1987 - 1988

[+] Satisfactory Progress

[-] Needs additional practice

[ ] The box is empty if the skill has not yet been introduced.

Name _____

School _____

Teacher _____

Principal _____

PHYSICAL GROWTH - LARGE AND FINE MUSCLE	Jan.	May
1. Shows large muscle coordination - runs, jumps, hops, balances on one foot, bounces and catches large ball		
2. Shows fine muscle coordination - builds with blocks, cuts on lines, strings beads, copies shapes		
3. Attends to personal needs - dresses self--buttons, zips, snaps clothing; attends to toilet needs		

SOCIAL-EMOTIONAL GROWTH	Jan.	May
1. Conduct		
2. Practices self control - takes turns to speak, works without disturbing others, works and plays well with others, respects property and rights of others, rests quietly		
3. Listens - understands what he hears, is attentive, follows a sequence of three directions		

READINESS	Jan.	May
1. Expresses ideas orally		
2. Matches objects - color, size, form		
3. Recognizes name in print		
4. Recognizes eight basic colors		
5. Understands position - over, under, top, bottom, inside, outside, above, below		
6. Recognizes circled numerals 0-10 0 1 2 3 4 5 6 7 8 9		
7. Recognizes geometric shapes - circle, square, triangle		
8. Counts to ten in order		
9. Understands number value 0-5		

TEACHER COMMENTS

Mid-Year

Final

ATTENDANCE	Jan.	May
Days Present		
Days Absent		
Tardy		

89

Teacher's Signature

LAFAYETTE PARISH EARLY CHILDHOOD PILOT PROGRAM
PROGRESS CHART
1987 - 1988

Student's Name _____

GROSS MOTOR SKILLS - PHYSICAL GROWTH	Jan.	May
1. Shows large muscle coordination:		
a. runs		
b. hops		
c. jumps		
d. balances on one foot		
e. bounces and catches large ball		
2. Attends to personal needs:		
a. dresses self		
b. buttons clothing		
c. snaps clothing		
d. attends to toilet needs		

FINE MOTOR SKILLS	Jan.	May
1. Builds:		
a. towers with blocks		
b. sorts objects in containers		
2. Cuts:		
a. on a straight line		
b. on a curved line		
3. Strings beads:		
a. on string		
b. reproduces pattern		
4. Copies shapes:		
a. traces circle, cross, square		
b. copies circle, cross, square		

SOCIAL-EMOTIONAL GROWTH	Jan.	May
1. Conduct		
2. Works and plays well with others		
3. Respects property and rights of others		
4. Practices self-control		
5. Works without disturbing others		
6. Takes turns to speak		
7. Rests quietly		
8. Listens purposefully and attentively		
9. Follows a sequence of three directions		

READINESS	Jan.	May
1. Expresses ideas to teacher and peers		
2. Matches objects:		
a. color		
b. form		
c. size		
3. Sorts objects:		
a. size		
b. shape		
c. color		
4. Recognizes eight basic colors		
5. Identifies name:		
a. in print		
b. orally		
6. Understands positioning:		
a. over, under		
b. top, bottom		
c. above, below		
d. inside, outside		
e. through, around, between		
f. near, far		
g. away from, next to		
h. in front of, behind		
7. Identifies body parts		
8. Recognizes geometric shapes:		
a. circle		
b. square		
c. triangle		
d. rectangle		
9. Counts to 10 in order		
10. Understands number value 0-5		
11. Recognizes circled numerals: 0 1 2 3 4 5 6 7 8 9		
12. Understands positioning:		
a. first, middle, last		
b. center, corner, side		
13. Understands concepts:		
a. some		
b. few		
c. most		
d. whole, half		
e. wide, narrow		
f. forward, backward		

LAFAYETTE PARISH SCHOOL BOARD

EARLY CHILDHOOD DEVELOPMENT PROGRAM

Parent Telephone Survey Form

Preschool Program

Child's Name:_____School:_____

Parent's Name:_____

Phone Number:_____

Evaluator: Terry Lovelace, PH.D. Date:_____

Evaluator: "Hello. I'm Dr. Lovelace from the Lafayette Parish School Board. Could I speak to _____'s mother? (If not mother, best informed source was interviewed: _____.) I would like to talk with you for a few minutes about how your child did this year in the preschool program at school. This is a new program and the superintendent is very interested what parents think about it.

1. Have you had a chance to:

   _____ visit your child's class?

   _____ talk with your child's teacher
   - _____ at school?
   - _____ at home?
   - _____ over the telephone?

   _____ attended any meetings about the progam?

2. How was your child selected to be in the program?

3. Did your child seem to like the class? Did your child talk about the class at home?

4. What kinds of things did your child learn in school?

5. How did you find out how your child was doing in the class?

6. Do you think is program will help your child to do well in kindergarten next year? In what way?

7. Would you recommend this program to other parents who have children the age of your child?

8. Do you think this kind of class should be continued next year? Why or why not? Do you think more classes of this kind are needed for children of this age?

9. Is there anything else you would like to talk about concerning this program?

Thank you very much for your help."

Indepth Interview with Selected Parents

Child's Name: _____ School: _____
Parents' Names: _____ Race: _____
Phone Number: _____ Date: _____
Clinician: Nancy Strait, M. S.

Script: "Hello, I'm Mrs. Strait from the Lafayette Parish School Board. Could I speak to _____'s mother? (If not mother, best informed source was interviewed: _____).
I spoke to you earlier this week about your child who was enrolled in the preschool program this year. I would like to find out from you now about what you learned that will help you with your child's younger brothers and sisters."

1. How many sisters and brothers does _____ have? How old are they?

2. How will you help your youngest children in the areas of

   A. Physical growth

      1. Large muscle coordination (running, jumping, hopping, bouncing and catching a ball)

      2. Fine muscle coordination (cutting and pasting, building with blocks, stringing beads)

      3. Attending to personal needs/self-reliance (feeding, dressing, and washing themselves; playing alone or in a group; solving their own problems)

4. Good nutrition (three balanced meals a day, fruit instead of candy for snacks

5. Good health (normal vision and hearing, generally good physical health, all inoculations)

B. Social/emotional growth

1. Being a cooperative member of the class (being happy to go to school, being well-behaved at school, able to participate actively and cooperatively in group activities at school, able to work and play alone)

2. Paying attention (able to follow teacher directions, able to complete a project, able to attend and lacks impulsiveness)